



# Cognition and Learning Policy

## Mapledown School

September 2025

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## Cognition and Learning Policy

### Curriculum Intent

Mapledown School provides an exciting learning environment for children with a wide range of learning needs. We recognise that we have a responsibility towards a wide range of learners including those with Autism, Severe Learning Difficulties and Profound and Multiple Learning Difficulties and that certain principles must underpin our curriculum design and delivery including:

- The inclusion of all pupils
- Recognition that pupils acquire understanding at different rates and in different ways
- Opportunities must be given for pupils to organise information and to generalise and practice new skills
- Builds on pupils' existing knowledge, skills and understanding
- That experiential learning is vital for all pupils
- The recognition that there is a social and emotional aspect to all pupils learning
- The recognition and celebration of multi-cultural diversity
- The promotion of pupil self-esteem
- The meeting of legal obligations

Our success lies in understanding that each child and young person sees the world and learns in a different way. Therefore, we provide personalised learning experiences, ensuring that every child is challenged and supported to overcome barriers to learning, through flexible teaching approaches informed by specialist knowledge. Our curriculum offer provides engaging learning opportunities for all pupils at an appropriate level and developmental stage whilst also aiming to support and encourage pupils' present and future happiness and wellbeing.

'The special education provision made for a child should always be based on an understanding of their particular strengths and needs' [SEND code of Practice 5.33, January 2015.

Through robust assessment systems, teachers identify gaps in learning and through carefully sequenced content and interventions as required, build links between elements of learning. The curriculum in each pathway is effective and pupils achieve highly in relation to their starting point. Our curriculum philosophy is holistic. We provide first hand, purposeful learning experiences and nurture each individual child to develop the knowledge and skills they need at each stage to influence their health, wellbeing and to succeed in life.

Our curriculum is enriched by educational visits, specialist learning days and events with a focus on Science, Literacy, RE, creative and performing arts and Sport. Along with links to external partners, community groups and spaces, and regular lunchtime clubs accessible for all.

Our curriculum intent is to ensure that all pupils become; confident learners who enjoy learning, make progress, able to live safe, healthy and fulfilling lives; courageous learners who have their own character and distinctive qualities enabling them to achieve; responsible citizens who are socially aware individuals and make a positive contribution to their community and society as a whole whilst also being resilient to cope with the demands of life in modern Britain.

We are determined to ensure the same inclusive ambition for all pupils regardless of background or starting point, addressing social disadvantage for pupils in receipt of a Pupil Premium Grant, Looked After Children, and those in receipt of additional social care support due to socio-economic disadvantage or disadvantage due to SEN diagnosis. Our curriculum offer is open to all pupils and acknowledges protected characteristics as identified in the Equality Act 2010. School works hard to discriminate positively on behalf of pupils to compensate for barriers due to any protected characteristic and diagnosis of SEND. We offer a fully inclusive curriculum, by which teachers design and deliver learning opportunities to celebrate pupil's cultural diversity, which may include disability, race, ethnicity, gender, language and religion. Staff continually review the curriculum to ensure we fully promote a sense of belonging and support the development of identity, which benefits all pupils, regardless of their background. We strive to address physical barriers to learning for individual pupils by the use of appropriate technology and adaptive equipment. We work with pupils to manage challenges that get in the way of their learning.

We are committed to the health and wellbeing of our school community, having an holistic focus on pupil physical, emotional and social development as well as on their academic success. Our curriculum is continually evolving as we work with pupils, families and other partners to proactively and creatively respond to reflect the complexity of need in our pupil cohort. The role of teachers in the curriculum intent process is to help pupils develop an engaged relationship with the content. Active learning increases the focus and retention of the learning, resulting in an exciting learning environment. We strive to make learning fun and enjoyable. We support pupils' social, emotional, cultural and spiritual development, and try to ensure that they benefit from a wide range of activities, both in and outside school that can contribute to this aspect of their development. We safeguard pupils at all times, including from radicalisation and extremism.

Pupils will follow one of four curriculum pathways offered through school; Pre-Formal, Semi-Formal, Formal and/or Reaching Higher. These pathways span the whole age-range of 11-19 to ensure they have a developmental focus which allows learners to engage in meaningful age appropriate activities which are both challenging and relevant to student's identified needs. These pathways allow room for flexible and dynamic movement within and between, according to individual need as monitored and assessed by teachers.

Teaching at Mapledown provides pupils with a wide range of interesting and engaging practical activities to enable pupils to develop their understanding of a breadth of skills and knowledge. Pupils at Mapledown often require opportunities to practise and repeat in order to learn new skills. As pupils learn skills within structured activities, these are then extended so pupils can consolidate, generalise and apply their skills in a range of situations. To ensure pupils have access to appropriate learning experiences, they have access to a broad and balanced coverage of the curriculum based, in part, on the National Curriculum at an appropriate level to meet their individual learning needs and with activities which are appropriate and suitably challenging.

Communication autonomy and becoming as independent as possible is at the heart of our curriculum and day to day practices and expectations. Teachers plan lessons from topics and themes that provide a context for learning through our 4 curriculum pathways. Mapledown maximises opportunities for home/school/community liaison and actively encourages parental and community involvement in the life and work of the school.

Our curriculum is designed to make sure all students access learning in all areas of the curriculum at a level and pace that suits their individual learning style. The adapted curriculums within different pathways provide the focus for each subject area, each term to ensure that each pupil learns at a level appropriate to their needs, whilst at the same time learning within an age appropriate context, alongside their peers. The curriculum is carefully planned to provide a variety of learning experiences and development as pupils move through their academic years. Our curriculum and day to day practices enable pupils to be as independent as possible, making informed choices about the future, community engagement and self-directed learning, where appropriate.

Throughout the school we consider the outcomes identified in the Preparation for Adulthood framework. Targets for Preparation for Adulthood are implemented from Year 7 as pupils join us, rather than solely from Year 9. This means as they journey through the school pupils become young people who are as confident and independent as possible and then they leave us as fully prepared as possible for the next stage of their life.

## Curriculum Implementation

We adapt the curriculum for individual learners according to their needs. We recognise pupils' strengths, needs and interests and build on these to promote achievement and success. We identify pupils' needs through the Annual Review process and day to day interactions and observations to plan and adapt provision and learning opportunities to meet these needs. All staff have an important role to play in the assessment process. At Mapledown the children are at the heart of the planning and all educators are involved in the planning of an engaging and stimulating curriculum using a multisensory approach to engage and motivate pupils to learn. The process of engagement connects a child and their environment. Without engagement, there is no deep learning, effective teaching, meaningful outcome, real attainment or quality progress. With this in mind Mapledown use a range of strategies, including integrated therapies and positive approaches to learning alongside motivating topics and contexts for our pupils to enable pupils to access their learning successfully and in a meaningful way. All learning activities are sequenced to ensure progress, and educational visits and adaptive technology are used to extend and generalise learning.

Our curriculum, teaching and learning approaches and strategies have a strong focus on communication, interaction and regulation. All pupils are unique, are taught through positive relationships that promote their resilience and independence, are learning within enabling environments and are taught to develop and learn in different ways and at different rates. A well-taught and well-constructed curriculum ensures that the work given to pupils, over time and across the school, consistently matches curriculum intent. Teachers' coherently plan and sequence learning towards cumulatively sufficient knowledge and skills. Medium term planning is highly differentiated ensuring that all levels of learning, activities and experiences are offering a relevant programme for all subjects.

Across the school, the pathways have half-termly or termly themes which are the focus for learning opportunities. These themes have been carefully and strategically devised to ensure that there is a progression of skills across the school and so pupils are able to build on prior knowledge and embed these skills across a range of learning opportunities. Each pathway of our curriculum provides opportunities to learn new skills, acquire additional knowledge and develop a deeper understanding across the full range of subjects at a level appropriate to each pupil's need. Our curriculum is designed to allow for progression in three dimensions, learning new skills and making progress within the pathway a pupil is working as they move through the school, approaching more complex skills or abstract skills in the next pathway in areas in which an individual has particular strengths and consolidating skills and learning and generalising existing knowledge.

We acknowledge that our pupils with Profound and Multiple Learning Difficulties benefit from access to a curriculum where priority is given to maintaining and developing their physical wellbeing and ensuring their medical and sensory needs are addressed. Classes for pupils with PMLD who do not engage in subject-specific learning follow a curriculum of key skill areas; Communication, Cognition, Physical Development, PSED and Computing. The planning and delivery of the curriculum for pupils with Autism has the same longer term framework as the rest of the school but delivery of these lessons might be different in order to address the needs of this group of pupils.

The class and therapeutic timetables and curriculum are reviewed annually and changes made as necessary to ensure compliance with current legislation and guidance and taking into account best practice within special needs education. British Values are closely linked to the values of the school and demonstrated throughout school life alongside a display in school demonstrating their importance.

In order to deliver the curriculum effectively pupils are grouped as much as possible according to their learning needs as well as chronologically within the appropriate key stage. The delivery of the curriculum is defined by the nature of the learners e.g. delivery for those pupils with Autism will differ from others in terms of the learning environment as well as pace and mode of input.

Therapeutic support from a range of disciplines, e.g. SaLT, OT, PT, plays a key role in delivery of the curriculum to pupils. Support and advice from therapists should feature as a regular element of the delivery of the daily routine for pupils at Mapledown. There are those pupils however whose needs will necessitate a higher level of input and the timetable within classrooms may reflect this.

ICT is used to enhance learning wherever possible to develop pupils' understanding, level of engagement and learning.

Learning is enhanced through the use of effective behaviour management. Effective behaviour management is used to foster a positive learning environment in the classroom. For further information, please refer to our Behaviour Policy. The majority of our staff are Team Teach trained where the emphasis is on de-escalation and providing pupils with strategies to manage their own behaviour.

SEN schools are unique in their provision and at Mapledown we offer a wide range of specialist resources through which we implement the curriculum, which include:

- Specialist Music and PE teaching spaces
- Food technology kitchen
- Hydrotherapy pool
- Sensory Studio
- Soft play area
- Fitness/Gym suite
- Outside fitness equipment [with bespoke wheelchair accessible swing]
- Playground play equipment
- Sunken trampolines [indoor for Rebound Therapy and outdoor for play and self-regulation]
- Peace Garden

At Mapledown we use the community as an outside classroom to reinforce the work that we do in school. Children may swim at the local sports centre or local schools or visit a local cafe or SENSE centre. We also invite artists, musicians, theatre and dance groups into school. The community provides a great place in which to generalise and transfer new and emerging skills. We are always interested in increasing the type of experiences that we can expose the children to as well as working with many partners in support of the development of community cohesion. For example, we have links with local businesses to offer work experience opportunities to pupils from Mapledown. In addition to this pupils have access to a number of targeted supportive strategies that support them in overcoming potential barriers to their learning. Some of these strategies are; Rebound Therapy, Sensory Integration, Intensive Interaction, Attention Autism, Music Therapy, Hydrotherapy.

## Post 16 Curriculum

Mapledown's Post-16 curriculum is a continuation of skills and learning from pre-16 however it has a stronger focus on preparation for adulthood working towards elements of healthy living, further developing independence and understanding, tolerance and enjoyment of relationships and community-based activities. Where possible pupils are given vocational tasters/work experience opportunities which support pupil life outcomes. Mapledown's Post-16 curriculum combines elements such as English and Maths, work experience and work related learning sessions, vocational opportunities including AQA accreditations, and social opportunities including Sporting events which develop students' character, broaden their skills, attitudes and confidence.

The objectives for our post-16 curriculum is based upon, are:

- helping students to understand the changing environment
- facilitating meaningful encounters with employers for all students
- supporting positive transitions post-19
- enabling students to develop the research skills to find out about opportunities
- helping students to develop the skills, attitudes and qualities to make a successful transition into the next steps of life
- encouraging participation in continued learning, including further and higher education
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- contributing to strategies for raising new opportunities, particularly by increasing pupils' confidence.

## Curriculum Impact

Assessment, recording and reporting are essential elements of good teaching and allow for reflection upon the pupils' learning experience as well as the dissemination of information about progress. Pupil progress and attainment is continually monitored through formative and summative assessments including KPLT tracking, Curriculum Progression tracking, AQA Accreditations and Evidence for Learning records. Whether conducting assessments FOR learning or assessment OF learning, a teacher must have sufficient knowledge and proof of a pupils' learning. By using a process known as triangulation, teachers can obtain data of pupil learning from three different sources, thereby ensuring sufficient data is collected in order to evaluate student learning. By collecting data from multiple sources teachers can verify the data they collect against each other thus allowing them to gain an accurate portrayal of pupil progress. This evidence is collected from three different sources within Mapledown; Quality of teaching and learning e.g. regular professional dialogue, learning walks and lesson observations, Formative assessment of pupil learning/progression e.g. live questioning in lessons and plenaries and Summative assessment e.g. EfL, Pupil Progress Meetings, and Annual review reports and meetings.

Long Term [End of Key Stage] targets on each child's Education, Health and Care Plan [EHCP] focus on 5 areas of need; Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and Physical; Preparation for Adulthood. These are used to set Short Term [single academic year] targets at Annual Review meetings to ensure progress is maintained, in collaboration with parents/carers, pupils and other professionals as appropriate, e.g. Speech and Language Therapists. Our main assessment model is linked to pupils' EHCP outcomes and allows a holistic approach to pupils' development and promotes child-centred assessment.

The senior leadership team coordinate the monitoring cycle in partnership with the Learning Zone Leads on a cyclical but flexible basis. We monitor, measure impact, develop and improve our curriculum through numerous school improvement and evaluation processes, which include; regular reviews of relevant policies, learning walks, lesson observations and monitoring visits from Governors and our School Improvement Partner. We also hold termly Pupil Progress Meetings with each teacher to discuss progress and curriculum impact for their pupils. Feedback from pupils, parents/carers and visitors, along with continued professional development, all help teachers and staff to reflect on their judgements in ensuring the curriculum addresses need.

All learning is enhanced and assessed through an effective use of questioning. It is adults who help pupils make sense of information and the frequency and nature of interactions between staff and pupils is highly significant. We develop understanding by using challenging, appropriate and meaningful questions for individuals, by providing pupils with the communication aids to comment on their learning, by providing time for pupils to process and the appropriate means for them to respond. All pupils receive regular and clear feedback which enhances their learning. Assessment for Learning [AfL] is embedded in everyday practice and is used to inform future teaching and learning. Where possible all pupils are involved in the process of reflection and identifying what they did, how they did it, what went well and how they need to improve. Pupils are empowered to take increasing responsibility for their own learning where formative assessment is used to support review of learning, discussions around learning and supporting planning for the next lesson.

Mapledown curriculum and progression documents outline how skills and knowledge develop. Teachers then use these documents to plan appropriately for each pupil to ensure their cycle of learning continues. This progression information is also used to track curriculum coverage and identify what pupils have learned. Next steps and any gaps in learning can then be planned for effectively.

At Mapledown we ensure practice is constantly developing. Teachers engage in regular professional dialogue which helps to create a reflective supportive culture where all practitioners strive to improve the quality of teaching and learning and in turn the progress and outcomes for pupils. The following regular meetings occur:

- Class communication time: each half term at least one Wednesday INSET session is given to class teams to allow time to plan, share and reflect as a team
- Zone communication time: each half term at least one Wednesday INSET session is given to Learning Zone teams to allow time to plan, share and reflect as a wider team
- Weekly briefing: each Monday a 15 minute briefing for all staff is held to inform and share updates
- Weekly Teacher staff meeting: each Monday teachers and SLT meet for professional dialogue and to share key information with each other.
- Fortnightly Learning Zone Lead meeting: meetings are held between Learning Zone Leads and SLT for professional dialogue and to share key information with each other.
- Weekly Learning Zone Meetings: 15 minute meetings for all staff within each zone for professional dialogue, information to be shared, reflection on the previous week and time to look ahead at the forthcoming week
- Peer observations: Teachers are given the opportunity [no obligation], to informally observe each others practice which helps them to gain ideas, strategies, feedback and to support a consistent approach
- Weekly CPD meetings: each Wednesday all staff engage in relevant training [these sessions include Class/Zone communication time each half term]

## Mapledown's Four Curriculum Pathways

The **Pre-Formal Curriculum** has been designed for learners with Profound and Multiple Learning Difficulties [PMLD], including complex Autism, and complex learning styles and learning needs. At this stage the curriculum has a clear access perspective with pupils exploring, experiencing and being exposed to new environments, learning and opportunities. A sensory environment allows learners to develop responses and express themselves in a stimulating and nurturing environment.

The **Semi-Formal Curriculum** has been designed for our learners who have Severe Learning Difficulties [SLD], including Autism. This group of learners also require repetition and a consistent approach. At this stage the curriculum has a clear subject-specific developmental perspective. Pupils anticipate and learn through familiar routines and develop positive relationships with familiar people.

The **Formal Curriculum** has been designed for our learners who have more moderate learning difficulties, including Autism, and working at Pre-Key Stage 1 or 2 standards. Some of these learners may have a spiky profile which means they may need to dip into the Semi-Formal curriculum, but have specific skills in one area. On this pathway pupils will explore their learning to make connections and develop fundamental skills for future learning. The different subject areas provide a context through which cognition and communication is learned and developed. Communicating ideas and developing understanding is a major focus throughout this pathway. Throughout the Formal Curriculum, pupils will be developing their literacy and numeracy skills to transfer between contexts, further develop communication skills so they can become active members of the different communities in which they are part and learn and practice life skills to enable them to be as independent as possible

The **Reaching Higher Curriculum** has been designed for learners with moderate learning difficulties, including Autism, but which may not be their main barrier to learning, and who are able to work within the National Curriculum, up to Key Stage 2. The Reaching Higher strand has an emphasis on developing knowledge and abilities for everyday living. Whilst the curriculum is more formally structured, tasks are often of a practical nature and designed to provide opportunities to make links between subject areas and develop transferable skills. Pupils on this pathway will learn through concrete tasks and then through generalising and applying their knowledge and skills.

Throughout all four pathways pupils will:

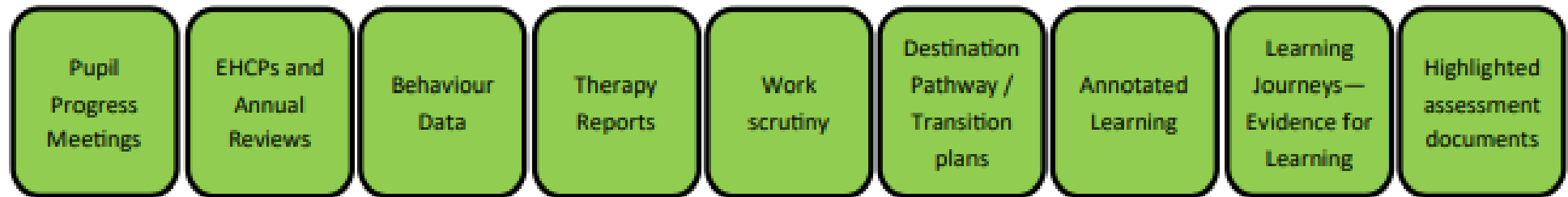
- have their needs and access requirements at the centre of all lesson planning and activities to ensure optimal learning outcomes are achieved
- build positive relationships with familiar people
- explore the world around them using their senses and skills to enable exploration
- develop the physical skills to control and manipulate their environment
- increasingly be expressing choices and feelings in all ways they can
- develop their communication skills and learn how to communicate, encounter and learn in a range of situations and contexts
- learn about the world around them and their place in the wider community
- study a wide range of subjects and curricular areas, as appropriate
- develop a sense of community, belonging, acceptance and resilience
- access a well-structured, safe environment which everyone is aware of expectations for learning and behaviour
- be supported and encouraged by all
- learn from each other as well as from staff following a collaborative approach to teaching and learning where good/outstanding practice is shared
- be taught the skills they require to become effective lifelong learners



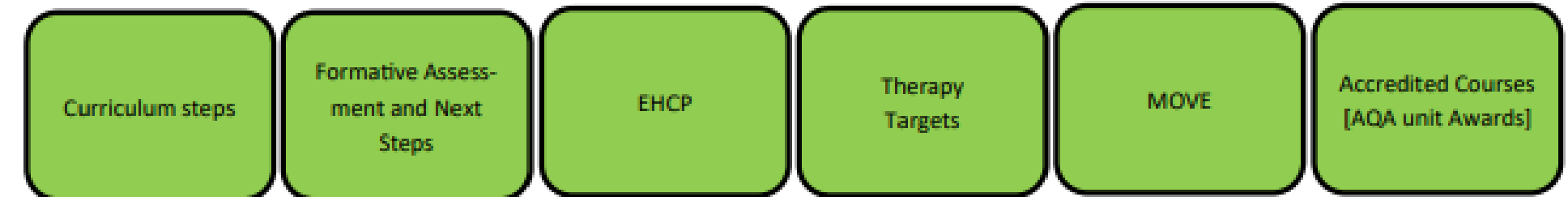
# Curriculum Progression at Mapledown School



↑ **What about post-16 and preparing for life after school?** ↑



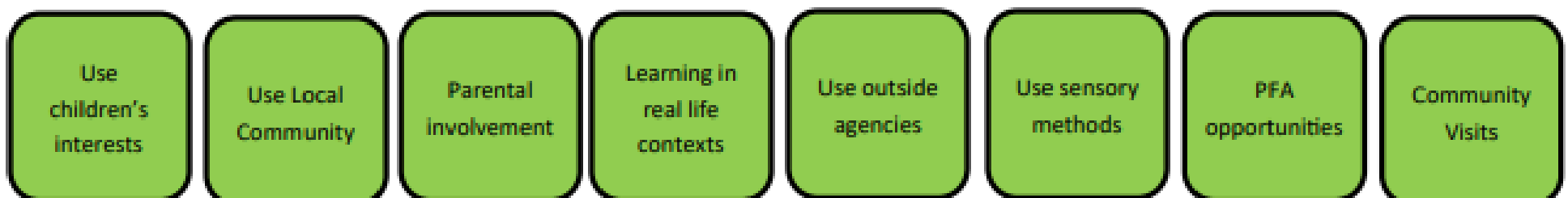
↑ **How will you know if I am making progress?** ↑



↑ **Where will my targets come from?** ↑



↑ **What opportunities will I have beyond your core curriculum?** ↑

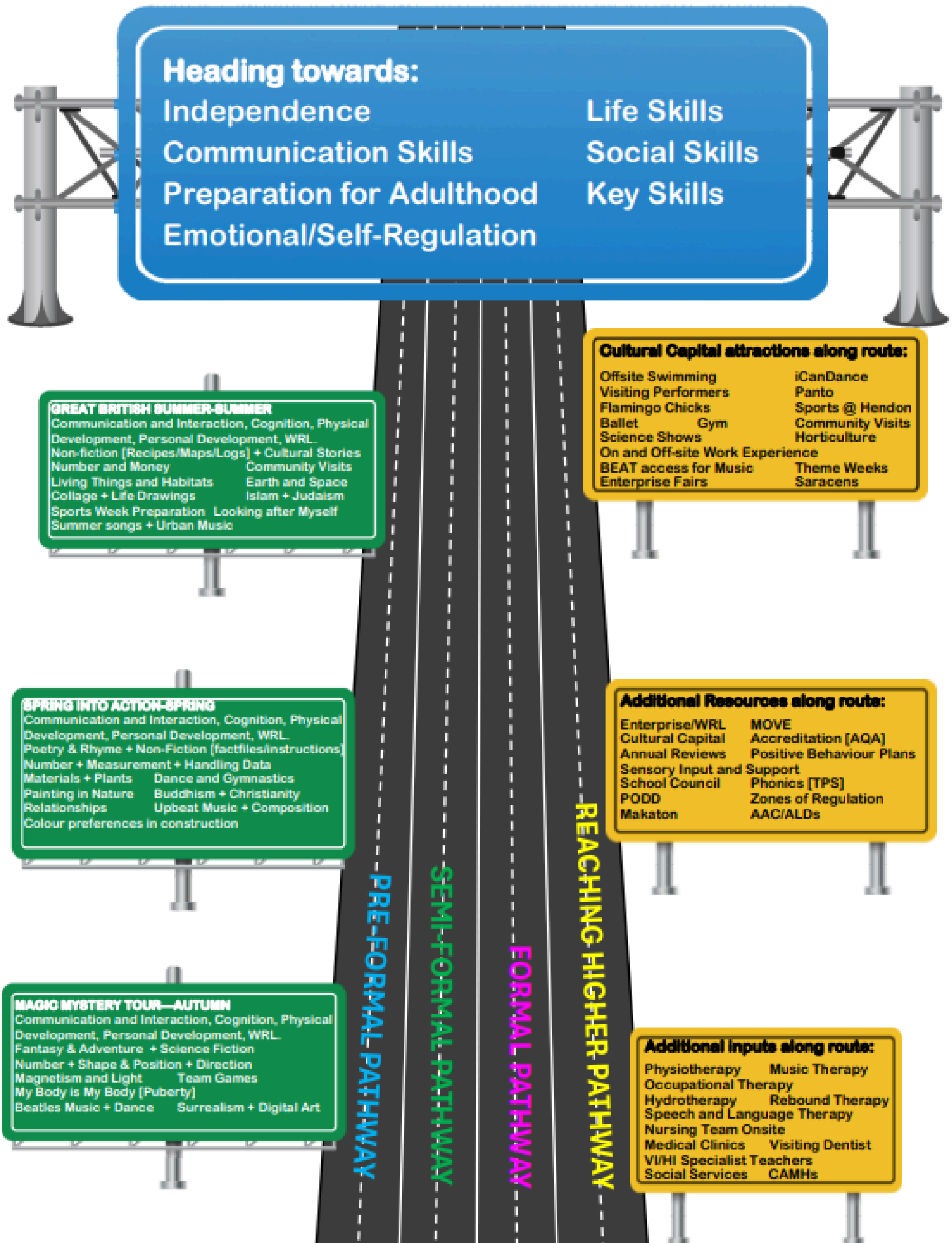


↑ **How will you make it relevant to me?** ↑



↑ **What do we all need to learn at school?** ↑

# Mapledown Curriculum and Opportunities 2025/26



**APPENDIX 3: Progression across the Ley stages through our curriculum and opportunities**

- Key Stage Overviews
- Core Skills
- Personal, Social, Health Education
- Vocational Learning and Hobbies
- Recreational Learning
- Life Skills
- Mental and Physical Wellbeing
- Creativity
- Environment and Community
- Accreditation
- Careers / WRL
- Cultural Capital Opportunities
- PfA
  - > Employment
  - > Independent Living
  - > Community Inclusion
  - > Health



**Progression across the Key Stages through our curriculum and opportunities.**

Key Stage 3	Key Stage 4	Post 16
<p>In Key Stage 3 at Mapledown School, we aim to ensure that all our pupils have opportunities to fulfil their potential and to achieve as much independence as possible. Students are grouped to ensure their individual needs are met and timetables are personalised to maximise learning opportunities.</p> <p>We follow a three year rolling programme. Each term we follow a different topic theme. All students will access English, maths, ICT and science (or cognition for pupils at the pre-formal level) at an appropriate level. We support our students through the transition from primary school settings and help them prepare for moving on to Key Stage 4. RE is taught through enrichment activities throughout the year, collective worship and discrete sessions.</p> <p>Young people are given confidence by staff who encourage them to express themselves and communicate their feelings using different means of communication [e.g. speech, symbols, gestures, AAC, OoR].</p> <p>Young people are encouraged to participate in groups in a range of activities as well as in 1:1 situations. An awareness of self and others is a constant focus for all. They are given opportunities to experience 'belonging' and 'pride' through class and whole school approaches e.g. Star of the Week assemblies, wearing a uniform, having class names. Young people are taught to share, cooperate and turn-take when working with others, as well as being supported to develop skills in being flexible and responsible. Young people are taught to be kind to each other through modelling and a detailed curriculum, they are also given boundaries and guided to keep within them. Young people are prepared for change through carefully planned interventions, transition planning and appropriate communication e.g. social stories, supported visits, schedules and photos of new environments/staff.</p>	<p>Key Stage 4 aims to widen the range of experiences offered to students and to build upon prior learning that students have experienced in Key Stage 3. This is delivered through a challenging and relevant curriculum which offers both traditional subjects such as English, Maths, and Science and a more practical approach to learning. Accessing local community facilities enables students to gain new and real life experiences, preparing them for the post 16 classes and life beyond school. RE is taught through enrichment activities throughout the year.</p> <p>Accreditation is available to all students in Key Stage 4 (AQA Unit Awards). Accreditation is tailored to the student's individual needs and underpins our curriculum. It is an important way of recognising achievement, celebrating student progress and lays solid foundations for further development at Post-16.</p> <p>Our young people are given opportunities to explore and encouraged to try again if at first they don't succeed. They are offered a growing number of challenging opportunities as they develop and are encouraged to take risks in a variety of safe and secure situations that help them build their confidence and resilience. They are taught to be increasingly responsible for themselves, others and their environment.</p>	<p>At Post-16, we endeavour to build on the skills developed by students as they have moved through Key Stages 3 and 4. Students are given opportunities to maximise their ability to participate in activities of adulthood, as independently as they possibly can. We aim to prepare them for when they leave the school.</p> <p>Each of our students are individuals and the degree of independence that they will demonstrate will vary accordingly. Student timetables provide opportunities for students to develop skills which are a particular priority for the individual and will be weighted differently for different students. Some of the students' learning will be accredited through the AQA Unit Awards Scheme - where it is relevant to the individual and their progression pathway. RE is taught through enrichment activities throughout the year.</p> <p>Young people are taught and given opportunities to be responsible through a range of curriculum opportunities. They are taught to choose right from wrong, to be confident to express themselves and to say 'no'. They are given opportunities to take the lead during learning time and actively taught to do so through adult modelling and opportunities for repetition and rehearsal.</p>

<p><b><u>Core Skills</u></b></p>	<p><b>Core skills</b> underpin all activities in Key Stage 3. Communication is a priority for all students. The other skills may be taught discretely or incorporated into other curriculum areas.</p> <p><b>Communication</b>  <b>Independence</b>  <b>English</b>  <b>Maths</b>  <b>ICT</b>  <b>Science</b></p> <p>By implementing a person-centred approach to all learning and aspects of the day each young person is given the possibility of a unique learning path that meets their needs - a wheelchair user with an individualised physio programme may have more access to the Hydropool than a young person that can freely exercise in the playground. All young people are taught and supported to think freely and to communicate their choices, wants and needs.</p>	<p><b>Core Skills</b> underpin all activities in Key Stage 4. Communication is a priority for all students. Aspects of these skills may at times be taught separately but for the most part will be incorporated into the other curriculum activities.</p> <p><b>Communication</b>  <b>Independence</b>  <b>English</b>  <b>Maths</b>  <b>ICT</b>  <b>Science</b></p> <p>By implementing a person-centred approach to all learning and aspects of the day each young person is given the possibility of a unique learning path that meets their needs - a wheelchair user with an individualised physio programme may have more access to the Hydropool than a young person that can freely exercise in the playground. All young people are taught and supported to think freely and to communicate their choices, wants and needs.</p>	<p><b>Core Skills</b> underpin all activities at Post-16. Aspects of these skills may at times be taught separately but for the most part will be incorporated into the other curriculum activities.</p> <p><b>Communication</b>  <b>Independence</b>  <b>English</b>  <b>Maths</b>  <b>ICT</b>  <b>Science</b></p> <p>By implementing a person-centred approach to all learning and aspects of the day each young person is given the possibility of a unique learning path that meets their needs - a wheelchair user with an individualised physio programme may have more access to the Hydropool than a young person that can freely exercise in the playground. All young people are taught and supported to think freely and to communicate their choices, wants and needs.</p>
<p><b><u>Personal, Social, Health Education</u></b></p>	<p>Personal skills including self-help skills, personal hygiene, personal safety and Relationships, Sex and Health Education (RSHE).  Girls' group and Boys' group (LZ4)  Through challenging and achievable targets young people gain confidence and develop a sense of belief as they try new skills and develop their learning.  All young people are respected, treated with dignity and valued equally. Opportunities are provided to work cooperatively alongside others, developing friendships and respect for others.  Mapledown strives to develop the individual and shared skills to regulate behaviour and to keep ourselves safe in school, the community and throughout life. Young people are fully supported to develop the skills needed to communicate an opinion and to accept the opinion of others too.</p>	<p>Personal skills including self help skills, personal hygiene, personal safety and Relationships, Sex and Health Education (RSHE).  Girls' group and Boys' group (LZ4)  Through challenging and achievable targets young people gain confidence and develop a sense of belief as they try new skills and develop their learning.  All young people are respected, treated with dignity and valued equally. Opportunities are provided to work cooperatively alongside others, developing friendships and respect for others.  Mapledown strives to develop the individual and shared skills to regulate behaviour and to keep ourselves safe in school, the community and throughout life. Young people are fully supported to develop the skills needed to communicate an opinion and to accept the opinion of others too.</p>	<p>Transition planning - including college link courses and visits to post school providers.  Personal skills including self-help skills, personal hygiene, Sex, Relationships and Health Education (RSHE)  Through challenging and achievable targets young people gain confidence and develop a sense of belief as they try new skills and develop their learning.  All young people are respected, treated with dignity and valued equally. Opportunities are provided to work cooperatively alongside others, developing friendships and respect for others.  Mapledown strives to develop the individual and shared skills to regulate behaviour and to keep ourselves safe in school, the community and throughout life. Young people are fully supported to develop the skills needed to communicate an opinion and to accept the opinion of others too.</p>
<p><b><u>Vocational Learning and Hobbies</u></b></p>	<p>Vocational Learning describes the skills and activities that students may engage in as adults. These activities should prepare them for what they may do as they move through school and when they leave.  Community and work-related learning raise students' understanding and awareness of the lives of others in society.</p>	<p>Vocational Learning describes the skills and activities that students may engage in as adults. These activities should prepare them for what they may do when they leave school.  Community and work-related learning raise students' understanding and awareness of the lives of others in society.</p>	<p>Vocational Learning describes the skills and activities that students may engage in as adults. These activities should reflect and prepare them for what they may do when they leave school.  Community and work-related learning raise students' understanding and awareness of the lives of others in society.</p>
<p><b><u>Recreational Learning</u></b></p>	<p>Games, cycling, sports lunchtime clubs, film club, music club.  Young people are encouraged to join in with a range of stimulating recreational learning activities that support their physical health and emotional well being. Achievable and enjoyable activities are offered to challenge each learner and help them to develop positive attitudes towards exercise, being fit and healthy and learning about how to entertain themselves.</p>	<p>To provide students with the opportunity to engage in a range of recreational activities, including creative tasks and sport that they could then choose to pursue outside of school. We aim to promote social interaction and develop resilience and decision making skills.  During recreational learning young people are encouraged to participate in physical activities [biking, scootering, walking, swinging etc], as well as social activities [playing, talking, sharing, turn taking etc].</p>	<p>To provide students with the opportunity to engage in a range of recreational activities, including creative tasks and sport that they could then choose to pursue outside of school. We aim to promote social interaction and develop resilience and decision making skills.  During recreational learning young people are encouraged to participate in physical activities [biking, scootering, walking, swinging etc], as well as social activities [playing, talking, sharing, turn taking etc].</p>

<p><b>Life Skills</b></p>	<p>In Key Stage 3 we aim to provide the students with a range of opportunities to safely prepare drinks and snacks so that they can do these activities with greater independence. Students will learn to follow recipes with growing independence and familiarise themselves with ingredients and equipment.</p> <p>Young people are taught to be responsible for their own belongings, being encouraged to carry their own bag, remove their belongings [e.g. home school book] and put them in the classroom appropriately, collecting their PODD book, collecting their coat before going outside etc.</p> <p>Young people are praised and acknowledged for their achievements with independence and given positive feedback to encourage them to continue to learn new skills. Young people are allowed, and even encouraged, to make mistakes and these are seen as learning opportunities.</p> <p>Mapledown has an ingrained respect for diversity. Young people are given opportunities to learn about, explore and appreciate cultural and personal similarities, differences and influences. Mapledown has a commitment to the respect, acceptance, participation and celebration of cultural diversity and beliefs. Young people are fully supported to develop an understanding of right and wrong and to develop the communication skills needed to make choices, express opinions and to communicate 'yes' and 'no'.</p>	<p>In Key Stage 4 we aim to provide the students with a range of opportunities to plan, prepare and shop in order to safely prepare drinks, snacks and simple meals so that they can do these activities with greater independence. Students will follow recipes with growing independence and use ingredients and equipment with developing skill.</p> <p>Students are also introduced to household skills such as budgeting, cleaning and household safety.</p> <p>Young people are taught to be responsible for their own belongings, being encouraged to carry their own bag, remove their belongings [e.g. home school book] and put them in the classroom appropriately, collecting their PODD book, collecting their coat before going outside etc.</p> <p>Young people are praised and acknowledged for their achievements with independence and given positive feedback to encourage them to continue to learn new skills. Young people are allowed, and even encouraged, to make mistakes and these are seen as learning opportunities.</p> <p>Mapledown has an ingrained respect for diversity. Young people are given opportunities to learn about, explore and appreciate cultural and personal similarities, differences and influences. Mapledown has a commitment to the respect, acceptance, participation and celebration of cultural diversity and beliefs. Young people are fully supported to develop an understanding of right and wrong and to develop the communication skills needed to make choices, express opinions and to communicate 'yes' and 'no'.</p>	<p>At Post-16 we aim to provide the students with a range of opportunities to plan, prepare and shop in order to make meals for themselves and others. They organise themselves at mealtimes e.g. collecting their own cutlery, plating up lunch from delivery cartons, cleaning tables, washing hands. Students also further develop and embed their household skills such as budgeting, cleaning and household safety.</p> <p>Young people are taught to be responsible for their own belongings, being encouraged to carry their own bag, remove their belongings [e.g. home school book] and put them in the classroom appropriately, collecting their PODD book, collecting their coat before going outside etc.</p> <p>Young people are praised and acknowledged for their achievements with independence and given positive feedback to encourage them to continue to learn new skills. Young people are allowed, and even encouraged, to make mistakes and these are seen as learning opportunities.</p> <p>Mapledown has an ingrained respect for diversity. Young people are given opportunities to learn about, explore and appreciate cultural and personal similarities, differences and influences. Mapledown has a commitment to the respect, acceptance, participation and celebration of cultural diversity and beliefs. Young people are fully supported to develop an understanding of right and wrong and to develop the communication skills needed to make choices, express opinions and to communicate 'yes' and 'no'.</p>
<p><b>Mental and Physical Wellbeing</b></p>	<p>Swimming, PE lessons, bikes, trikes and scooters, Dance (Flamingo Chicks and iCanDance), Horticulture, art and creative exploration.</p> <p>Young people enjoy a wide range of religious and cultural experiences and celebrations [curriculum work in RE, PHSE, food technology, assemblies, school celebrations, community visits and Collective Worship] and encounter the teaching of morals throughout their day. They are taught what is right and wrong in many situations. Their trips in the community instil them with a sense of belonging and help them to understand we are all different, whilst also allowing them to put their learning into action in real-life situations and contexts. All young people are taught to respect others.</p> <p>Young people are taught to be sensitive to other people's needs and emotions. They learn to share, take turns and show care and respect throughout the school day and this is modelled by staff and re-enforced during class time and assemblies. Young people are provided with experiences of their own and other religions and cultural backgrounds and values.</p>	<p>Swimming, PE lessons, bikes, trikes and scooters, Dance (Flamingo Chicks and iCanDance), Horticulture, art and creative exploration.</p> <p>Young people continue to enjoy a wide range of religious and cultural experiences and celebrations [curriculum work in RE, PHSE, food technology, assemblies, school celebrations, community visits and Collective Worship] and encounter the teaching of morals throughout their day. They are taught what is right and wrong in many situations. Their trips in the community instil them with a sense of belonging and help them to understand we are all different, whilst also allowing them to put their learning into action in real-life situations and contexts. All young people are taught to respect others.</p> <p>Our young people are provided with memorable experiences within their classroom, the wider school and also in the community which support the development of their sense of self, their ability to reflect as well as their emotional and self regulation.</p>	<p>Options may include; dance, horticulture, team building.</p> <p>Physical exercise, including fitness, circuit training, Yoga and walking.</p> <p>Young people enjoy a wide range of religious and cultural experiences and celebrations [curriculum work in RE, PHSE, food technology, assemblies, school celebrations, community visits and Collective Worship] and encounter the teaching of morals throughout their day. They are taught what is right and wrong in many situations. Their trips in the community instil them with a sense of belonging and help them to understand we are all different, whilst also allowing them to put their learning into action in real-life situations and contexts. All young people are taught to respect others.</p> <p>Students' well-being is promoted so that they are secure, confident and well-motivated.</p>
<p><b>Creativity</b></p>	<p>Creative and Expressive Arts:</p> <p>All students participate in regular art lessons. In addition to this they will all experience expressive arts enrichment activities throughout the year. These may include activities such as Open Orchestra, iCanDance, live music sessions.</p> <p>Throughout our teaching and learning and recreational times young people are supported to use their imagination, creativity and personalities to develop a sense of self-worth and identity.</p>	<p>Art and DT:</p> <p>To provide students with access to a range of different art related learning experiences, including learning about the work of renowned artists and experiencing a range of 2D and 3D art techniques, with opportunities to work with a variety of media and materials.</p> <p>Throughout our teaching and learning and recreational times young people are supported to use their imagination, creativity and personalities to develop a sense of self-worth and identity.</p>	<p>Enterprise:</p> <p>Students work as a team to design items that they then make, advertise and sell in the school. This will eventually lead to students learning about profit and reinvestment as the Enterprise Hub develops and achieves success. Fairs take place twice a year.</p> <p>Throughout our teaching and learning and recreational times young people are supported to use their imagination, creativity and personalities to develop a sense of self-worth and identity.</p>

<p><b><u>Environment and Community</u></b></p>	<p>We provide the students with opportunities to develop their independence skills and their ability to keep safe in different circumstances. Students have the opportunity to build up their knowledge of facilities and amenities within walking distance in the local area, leading on to beginning to use the public bus for a range of journeys.</p> <p>There are horticulture areas around the school playground in which classes and individuals can grow vegetables, fruit and plants. This helps young people become more aware of healthy food options as well as a sense of responsibility as they are involved in planting, growing, harvesting and tasting their crops.</p> <p>Our School Council meets regularly to discuss the views of all pupils and ways to improve their school. Pupil voice is integral to Mapledown School.</p>	<p>Understanding, using and contributing to the local environment and community, such as shops, library, cafes, woods, parks, etc. Community walks and using public transport. Road and personal safety.</p> <p>There are horticulture areas around the school playground in which classes and individuals can grow vegetables, fruit and plants. This helps young people become more aware of healthy food options as well as a sense of responsibility as they are involved in planting, growing, harvesting and tasting their crops.</p> <p>Our School Council meets regularly to discuss the views of all pupils and ways to improve their school. Pupil voice is integral to Mapledown School.</p>	<p>Understanding, using and contributing to the local environment and community including shops, library, cafes, woods, parks, etc. Community walks and using public transport. Road and personal safety.</p> <p>There are horticulture areas around the school playground in which classes and individuals can grow vegetables, fruit and plants. This helps young people become more aware of healthy food options as well as a sense of responsibility as they are involved in planting, growing, harvesting and tasting their crops.</p> <p>Our School Council meets regularly to discuss the views of all pupils and ways to improve their school. Pupil voice is integral to Mapledown School.</p>
<p><b><u>Accreditation</u></b></p>	<p>Learners are given every opportunity to learn in structured [timetables, routines] and unstructured [special events] situations and are encouraged by enthusiastic staff. They are motivated by engaging, stimulating, practical and enjoyable activities that improve their knowledge and skills in school, the community and at home, in preparation for accredited opportunities as they progress through the school. Young people are given opportunities to focus on learning experiences that are personalised and meet their learning needs. They are rewarded for their persistence and achievements and are motivated by adults' constructive feedback and support.</p>	<p>Building on skills learnt by young people some of this learning will be accredited through the AQA Unit Awards Scheme. Qualifications in one or more of the following subjects: PSHE, functional English/Maths and/or ICT.</p>	<p>Continuing to build on skills learnt by young people some of this learning will be accredited through the AQA Unit Awards Scheme.</p>
<p><b><u>Careers / WRL</u></b></p>	<p>Careers education aims to help our young people to develop the knowledge and skills they need to make successful choices, manage their transitions in learning and to begin to think about work they may wish to undertake in the future. At KS3 the Careers curriculum is school-based.</p> <p>*See below for further information related to Careers/WRL in the PfA section of this document*</p>	<p>Careers education aims to help our young people to develop the knowledge and skills they need to make successful choices, manage their transitions in learning and to begin to think about work they may wish to undertake in the future. Where appropriate, following National Guidance (Gatsby Benchmarks). It will include opportunities such as: mini-enterprise, snack deliveries, school jobs.</p>	<p>Preparing students with the skills required to participate in offsite/ post school work experience. Students have access to onsite and offsite work experience opportunities (office work, sorting, cleaning, gardening, cooking).</p>
<p><b><u>Cultural Capital Opportunities</u></b></p>	<p>Young people experience a wide range of learning environments, in school, out in the community and at home, and these challenge their normal routines and expectations. They work with a wide range of people in a greater number of settings as they get older and they are encouraged, taught and experience risk taking and are often given opportunities to learn from their mistakes and be flexible in their actions.</p> <p>Young people are encouraged and given opportunities to try and do things they have not experienced before and to recognise a range of emotions. They are taught to express themselves to the best of their abilities and are given experiences that they might or not like/enjoy and encouraged to communicate their feelings about these. By accessing and engaging in a range of experiences our young people are given every opportunity to understand their feelings about them and express themselves.</p> <p>'Awe and Wonder' is embedded throughout our curriculum to</p>	<p>'Awe and Wonder' is embedded throughout our curriculum to provide opportunities for our young people to develop their love of learning and natural curiosity of the world around them. Through Stunning Starters to new themes and individual lessons as well as new experiences such as visiting performers and sports stars all support Awe and Wonder to be embedded through each young person's time at Mapledown. Visiting performers/sport stars/performing arts companies enable young people to access a breadth of art, music and sporting opportunities and experiences they may not be able to outside of school allowing them to develop a wider understanding of a variety of specialists in their field.</p> <p>Young people experience a rich and diverse array of community visits to learn about their community and the world around them. Developing their life skills and awareness of others within their class group in a different context and with others they meet outside of school. Trips include local areas such as parks and supermarkets with opportunities for increased independence, alongside visits to places such as the Royal Air Force Museum.</p>	<p>'Awe and Wonder' is embedded throughout our curriculum to provide opportunities for our young people to develop their love of learning and natural curiosity of the world around them. Through Stunning Starters to new themes and individual lessons as well as new experiences such as visiting performers and sports stars all support Awe and Wonder to be embedded through each young person's time at Mapledown. Visiting performers/sport stars/performing arts companies enable young people to access a breadth of art, music and sporting opportunities and experiences they may not be able to outside of school allowing them to develop a wider understanding of a variety of specialists in their field.</p> <p>The post-16 curriculum allows for all learners to build on what they have learnt throughout the school and to continue to apply these skills in a variety of practical everyday concepts so that as learners they are prepared for adulthood and their next steps in education.</p> <p>Young people experience a rich and diverse array of community visits to learn</p>

	<p>provide opportunities for our young people to develop their love of learning and natural curiosity of the world around them. Through Stunning Starters to new themes and individual lessons as well as new experiences such as visiting performers and sports stars all support Awe and Wonder to be embedded through each young person's time at Mapledown.</p> <p>Visiting performers/sport stars/performing arts companies enable young people to access a breadth of art, music and sporting opportunities and experiences they may not be able to outside of school allowing them to develop a wider understanding of a variety of specialists in their field.</p> <p>Teachers are able to use their knowledge and understanding of our young people to provide every individual with a breadth and depth of experiences and opportunities to promote learning and therefore provide the best possible start to Secondary education. Our young people foster their communication, independence, life skills and relationship building skills both in and outside the curriculum.</p> <p>Young people experience a rich and diverse array of community visits to learn about their community and the world around them. Developing their life skills and awareness of others within their class group in a different context and with others they meet outside of school. Trips include local areas such as parks and supermarkets.</p> <p>Representation of KS3 pupils on the School Council so they can develop an understanding about social responsibility and start to learn that their actions can impact others.</p> <p>Young people take part in theme days/weeks such as World Book Week and Enterprise Fair day, enabling them to learn about a variety of cultures and current events in society with focused learning through the day/week. Our young people's learning is enriched by having this opportunity to learn in this way. A recent example was participating in sporting activities with an Olympic Paralympic Athlete that gave new opportunities and experiences to all.</p> <p>Through supporting a variety of different charity events such as Jeans for Genes Day and Wear Odd Socks Day helps develop an understanding of others, with young people coming together as part of a wider group in order to help and support others.</p> <p>Therapeutic input supports emotional development, including Music Therapy.</p>	<p>Our young people develop their communication, independence, life skills and relationship building skills both in and outside the curriculum to support them in all areas of their life.</p> <p>Representation from each class on the school council where pupils develop their understanding about social responsibility and continue to learn how they can have a voice about their educational experiences and how this impacts on themselves and others.</p> <p>Young people take part in theme days/weeks such as World Book Week and Enterprise Fair day, enabling them to learn about a variety of cultures and current events in society with focused learning through the day/week. Our young people's learning is enriched by having this opportunity to learn in this way. Opportunities to participate in sporting events against other schools e.g. joining Whitefield Secondary Schools' Sports Day to compete in Boccia and Curling tournaments allow young people to experience what it is like to attend different sporting fixtures and venues, to take turns with others outside their regular cohorts. Attendance at these events further develops relationships with peers and staff and allows our young people to apply key skills learnt to a new environment.</p> <p>Through supporting a variety of different charity events such as Jeans for Genes Day and Wear Odd Socks Day helps develop an understanding of others, with young people coming together as part of a wider group in order to help and support others. KS4 pupils have opportunities to create promotional material for these days which has been displayed around school to increase awareness of the charities/special days.</p> <p>Therapeutic input supports emotional development, including Music Therapy.</p>	<p>about their community and the world around them. Developing their life skills and awareness of others within their class group in a different context and with others they meet outside of school. Trips include local areas such as parks and supermarkets with opportunities for increased opportunities and travel training where appropriate, as well as trips to sporting venues and work related learning venues such as cafes and shops. At sport themed visits such as with Saracens Rugby Club and a local Tennis Club our young people get the opportunity to put their skills into practise and leadership skills are developed as they can lead parts of sessions such as the warm up or a skills drill.</p> <p>Our young people continue to develop their communication, independence, life skills and relationship building skills both in and outside the curriculum to support them in life beyond Mapledown. These skills enable them to transition to the next stage of their education as smoothly as possible.</p> <p>Representation from each class on the school council where pupils further develop their understanding about social responsibility and continue to learn how they can have a voice about their educational experiences and how this impacts on themselves and others. With opportunities to take on roles within the School Council such as minute-taking and allocating budgets for upcoming projects.</p> <p>Young people take a leading role in theme days/weeks such as World Book Week and Enterprise Fair day, enabling them to learn about a variety of cultures and current events in society with focused learning through the day/week. Our young people's learning is enriched by having this opportunity to learn and display their learning in this way such as hosting stalls at the Enterprise Fair.</p> <p>Through supporting a variety of different charity events such as Jeans for Genes Day and Wear Odd Socks Day helps develop an understanding of others, with young people coming together as part of a wider group in order to help and support others. Pupils have opportunities to use their WRL/Careers skills in a practical way through these days, such as calculating totals raised.</p> <p>Therapeutic input supports emotional development, including Music Therapy.</p>
<p><b>PfA - all young people, in all key stages, have a PfA related Outcome and Aim on their EHCP which then becomes a KPLT that is worked towards</b></p>	<p><b>EMPLOYMENT:</b> The curriculum enables real world experiences to replicate different jobs e.g. shop role play during Snack, hairdressing during PHSE. This enables young people to start to learn about different jobs and what people do in these jobs.</p> <p>Young people learn to follow a variety of different instructions in different contexts, an important transferable skill for employment. For example following timetables, symbols and different routines.</p>	<p><b>EMPLOYMENT:</b> Community visits enable our young people to develop an understanding about our local community and different types of jobs people have in the local community, exposing them to potential new interests and vocational options. This is further supported through our PHSE and Careers curriculum allowing young people to start looking towards their futures, identifying the skills they have and the jobs they would like to do.</p> <p>Young people are continuing to learn to follow instructions and directions in</p>	<p><b>EMPLOYMENT:</b> Clear transition programmes are put in place to support our young people to be successful as their education continues beyond Mapledown from Social Stories and focused conversations through to experience days at their next provision. EHCP reviews for leavers happen in the Autumn Term to ensure pupil views are gained about the next stage in their education and that their educational provision/targets are appropriate.</p> <p>Through accessing a WRL curriculum as part of the school Enterprise scheme</p>

<p><i>throughout their school year.</i></p>	<p>Young people learn to adapt to different environments throughout the school and in the local community through visits so they start to become learners who can adapt to environments and feel comfortable in different environments whilst also learning who can help them in these different places so they can remain safe. Learning to recognise who can help them when outside the classroom.</p> <p>Through detailed and in depth planning pupils have opportunities to develop communication and interactions with peers, adults and people they may meet in the community e.g. playing together, visiting others in school to deliver the register or lunch order, visiting the nurse/therapists.</p> <p>Being part of the School Council allows pupils the opportunity to begin to understand about social responsibility, the importance of having a voice towards things they want and to be accepting of others' opinions.</p> <p><b>INDEPENDENT LIVING:</b> The broad and in-depth curriculum enables different role-play/work experience opportunities to happen e.g. shops, sports.</p> <p>Young people are praised and acknowledged for their achievements with independence and given positive feedback to encourage them to continue to learn new skills.</p> <p>Young people are allowed, and even encouraged, to make mistakes and these are seen as learning opportunities.</p> <p>All young people are taught key independent living skills such as feeding, drinking, toileting. Pupils will eat together and have opportunities to try different foods. At mealtimes they are taught to use cutlery, how to request food they want and how to prepare/tidy up mealtimes. Key communication skills are developed through these times also.</p> <p>There are opportunities for young people to be independent when completing routines e.g. using red and green boards to track laps of the mound and to know what they are to do 'next and then'.</p> <p>Young people take part in personal care routines such as washing their face, hands, brushing teeth etc where appropriate. These routines promote independence and our young people are taught and supported how to carry out these tasks independently.</p> <p>The curriculum and how it is delivered enables pupils to be making choices throughout their days and lessons e.g. through the use of Podd books, choosing food/drink, choosing activities to do during recreational learning, e-safety etc.</p> <p>During community visits our young people start to visit shops and follow routines, check lists, pay for items, coordinate themselves to pack bags, handle money, greet people, develop an awareness of</p>	<p>different contexts, they are also developing their awareness of how to say no if they don't feel comfortable with an instruction they have been given or a situation they are in. The variety of environments they visit and the amount of independence they have in them also expands helping to reduce their anxiety and increase their tolerance of new places and experiences.</p> <p>Young people are provided with a variety of opportunities to communicate with different people in a range of contexts e.g. learning with pupils from other schools during sporting events.</p> <p>Key literacy and numeracy skills continue to be embedded throughout the curriculum with opportunities to use these key skills successfully with confidence throughout their school day.</p> <p>Young people learn to undertake different roles and responsibilities within the class e.g. register monitor, delivering the lunch order.</p> <p><b>INDEPENDENT LIVING:</b> Young people continue to develop their feeding and drinking skills and apply these in new environments e.g. having lunch in a different area of the school. Young people continue to be encouraged to feed themselves independently and to communicate what they want/need.</p> <p>Young people continue to develop their understanding about the importance of personal care and hygiene routines, becoming increasingly independent when undertaking these routines.</p> <p>Community visits to shops/supermarkets are structured so pupils increasingly handle money, follow routines and become aware of how to conduct themselves in social environments.</p> <p>Food technology/Cooking lessons are used to develop core independent cooking skills and household/independent living skills to prepare meals and use tools safely for their correct purpose.</p> <p>Young people further develop their awareness of dangers around them, in their home and the community. They also learn how to deal with these dangers, how to ask for help and how to avoid them happening/coming into contact with them again. The curriculum also supports learning about the dangers of the online world through e-safety.</p> <p><b>COMMUNITY INCLUSION:</b> Young people further develop their understanding of the local community by accessing regular visits either by minibus or by walking.</p> <p>Young people develop an in-depth understanding of using shops in their community by handling and exchanging money, ensuring they are prepared to visit a shop and have their money/bags etc, using manned and self-service tills, being responsible for the goods they purchase and for following a list to ensure they have everything they need.</p> <p>Throughout the day our young people have opportunities for recreational learning so they learn how to occupy themselves, interact with others, take turns, and communicate leisure preferences. They also further develop their relationship skills to build friendships, not tolerate bullies and how to accept</p>	<p>our young people develop understanding about the different types of jobs people do and the key skills needed to complete these jobs. They develop a sense of responsibility and potential roles within the world of work. Young people have opportunities to take part in different jobs that people do and be recognised for their creations and work such as selling products they have created at the Enterprise Fair.</p> <p>Young people will have the opportunity to partake in Work Experience where they will be able to apply learnt skills into a practical work based situation outside of school.</p> <p>The PHSE/Careers curriculum enables pupils to reflect on different types of jobs, the skills needed for these jobs and their own individual skill set which ultimately supports their potential employment and careers after Mapledown.</p> <p><b>INDEPENDENT LIVING:</b> Young people are supported to partake in travel training, having opportunities to walk in the community, travel by minibus, and use public buses.</p> <p>Young people are increasingly independent when travelling around school. They feel confident and empowered to be as independent as possible when in a safe and familiar environment [e.g. taking messages to other classrooms/the office], and transitioning to other areas of the school [e.g. to the gym, library, hydro pool].</p> <p>Young people will have opportunities to use communication devices such as telephones to contact other areas of the school or the main site from satellite provisions.</p> <p>Throughout the day our young people have opportunities for recreational learning so they learn how to occupy themselves, interact with others, take turns, and communicate leisure preferences. They also further develop their relationship skills to build and maintain friendships, not tolerate bullies and how to accept when others aren't available.</p> <p>Young people are increasingly independent with their self-help, feeding and drinking skills. Young people are encouraged to prepare mealtimes - setting the table, heating/cooking food, preparing drinks, serving others, recognising when meals are finished and then tidying away and cleaning areas. Young people will learn what they need to do in order to keep themselves clean. They will also have opportunities to eat in the community and to learn the routines associated with this e.g. finding/waiting for a table, using a menu and ordering/using a self-service menu, waiting and how to communicate when they are finished with their meal, how to pay a bill etc.</p> <p>Young people will learn how to keep themselves safe around the home and in the community. They will be able to identify dangers and either communicate that something is unsafe or be able to make it safe themselves, they will also learn how to prevent future dangers.</p> <p><b>COMMUNITY INCLUSION:</b> Young people are able to complete their shopping as independently as possible, feeling confident in following a short shopping list and navigating</p>
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safe people and strangers.

**COMMUNITY INCLUSION:**  
Young people develop an understanding about their community and the wider world through community visits and integrating with other schools such as Whitefields School at sporting events.

Young people start to develop relationships with peers and staff around them and the skills to indicate their wants to them by having opportunities to interact and socialise throughout their days in both the curriculum and recreational sessions.

Swimming sessions in the Hydrotherapy Pool and local centres allow young people to access an alternative area of the school or community resource in a meaningful and purposeful way and in a way that empowers families to then use these resources with their child.

**HEALTH:**  
Young people are taught about their feelings, their bodies, 'all about me', independence and Zones of Regulation which then enables young people to explore a variety of choices and options as well as starting to learn about healthy options and how to be their best self.

The curriculum and timetables for the day are designed so that pupils are learning to make choices throughout their day using total communication, empowering our young people to be confident to make choices with a variety of adults and peers.

Our young people access physical education on a regular basis, physical development is integrated throughout the day and in the curriculum. Sensory Circuits are available to those that require them. There are also regular times for outdoor learning to spend time outside in our playgrounds and the local community. Outdoor equipment allows young people to stay active as well as to learn to play.

Visits to the school nurse are possible when necessary or required so our young people develop an understanding about how they can be helped, recognise when they may not be feeling well and the role of medical professionals in general.

when others aren't available.

Young people are using key literacy and numeracy skills successfully with confidence throughout the curriculum in practical ways.

Young people further develop an understanding about how to keep themselves safe in the community - stranger danger, public and private places and road safety are all taught.

**HEALTH:**  
The PHSE curriculum and exposure to diversity throughout our school enables our young people to learn about similarities and differences in people, changes to their bodies as well as emotional health and wellbeing. Pupils learn to identify and start to keep themselves healthy and safe, and how to make choices to ensure this.

Young people learn to follow hygiene routines to keep themselves clean and healthy including brushing teeth, toileting, dressing/undressing, washing and eating healthy. Young people learn about healthy and unhealthy foods and are provided with opportunities to make choices about these e.g. snack, lunchtime, cooking lessons.

Throughout the school day young people have opportunities to make choices about themselves, their wants and needs. They also have opportunities to make these choices with a variety of adults/peers and in different contexts.

Young people continue to take part in PE and physical development sessions. Taking more responsibility during Sensory Circuits, helping to set up resources and following visual routines to increase their independence.

Visits to the school nurse continue to be possible when necessary or required so our young people develop an understanding about how they can be helped, recognise when they may not be feeling well and the role of medical professionals in general. Other medical professionals are visited and introduced when necessary e.g. dentists/VI specialists/SaLT/OTs/Physios.

Young people are taught to be aware of their own emotional development through Zones of Regulation, how to use a Calm Room, and how to request a break.

around a supermarket or local shop.

Young people will know about dangers in the local community and how to keep themselves safe including stranger danger and safe places to cross the road/car parks. Young people feel confident to undertake familiar routines in new environments and to communicate with people they meet in the community.

Young people are empowered and confident to make choices in order to fill their recreational/leisure time, identifying different types of leisure and what they enjoy doing themselves and who with.

Through our in-depth curriculum our young people learn about the world they live in and how to access this world in a safe way.

Through varied travel training our young people feel confident navigating local environments either through walking, using a minibus or public bus. They will learn where to get the bus they need from, how to pay for a ticket/show a pass, signal they want to get off, move around a moving vehicle safely.

Our young people are confident to attend busy sporting events in environments, to communicate their needs and wants to familiar adults. Young people are able to have a shared experience with their peers/peers from other schools and interact with them about the event.

Through theme days and our curriculum young people learn about a variety of cultures, different people and current events in society. Young people also learn about their role in society and how they can help others within society through charity days and awareness days.

**HEALTH:**  
Young people continue to feel empowered and have the knowledge and understanding to know healthy and unhealthy choices and how to make and communicate these choices.

Young people are encouraged to demonstrate independence around controlling their own comfort e.g. making choices about their clothing for the environment/weather/activity.

Young people are aware of different ways to keep healthy and fit. They are able to follow exercise routines and are able to support their own emotional and mental health and wellbeing through learnt effective strategies.

Young people continue to partake in PE sessions, both on and offsite, and physical development is a regular part of young people's day.

Young people continue to make choices throughout the curriculum in a variety of contexts - including at mealtimes, young people are able to communicate their likes and dislikes and make choices about what they want to eat and what else they want or need.

Visits to the school nurse continue to be possible when necessary or required so our young people develop an understanding about how they can be

			<p>helped, recognise when they may not be feeling well and the role of medical professionals in general. Other medical professionals are visited and introduced when necessary e.g. dentists/VI specialists/SaLT/OTs/Physios.</p> <p>Young people continue to take part in relationships and sex education, learning about changes to their body as they get older, and learning about themselves and individual differences between themselves and others.</p> <p>Young people continue to access a curriculum with the appropriate support in order to support their emotional and mental health and wellbeing. They are also supported with recognising upcoming changes as they transition from Mapledown and how to manage their anxieties and concerns.</p>
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## **Phonics and Reading at Mapledown School: Rationale and Information**

At Mapledown School we place a very high priority on early reading, including the teaching of phonics. All pupils engage in a robust and highly structured literacy programme with the aim of ensuring all of our pupils leave school, well on their way to achieving their potential.

Phonics instruction is where pupils are taught the relationships between the letters [graphemes] of written language and the individual sounds [phonemes] of spoken language. Phonemic awareness is defined as the ability to notice, think about, and work with the individual sounds in spoken words.

The National Literacy Trust explains that: *'Introducing young children to the joy and wonder of books requires a systematic teaching of phonics.'* It goes on to describe widely agreed systems of phonics teaching:

- *Synthetic phonics*: The most widely used approach associated with the teaching of reading in which phonemes [sounds] associated with particular graphemes [letters] are pronounced in isolation and blended together [synthesised]
- *Analytical phonics*: Associated with the teaching of reading in which the phonemes associated with particular graphemes are not pronounced in isolation. Children identify [analyse] the common phoneme in a set of words in which each word contains the phoneme under study. For example, teachers and pupils discuss how the following words are alike; pat, park, push and pen.
- *Linguistic phonics*: This system can be taught systematically and is also synthetic as it considers how sounds and graphemes are built into words. This method is highly recommended by Ann Sullivan [2023] in the teaching of phonics to pupils with complex needs as it can offer a logical teaching sequence, which can support pupils with complex needs to develop a 'schema' [mental plan] of the relationship between graphemes and phonemes [e.g. they focus on one phoneme and then learn all graphemes that can represent that at one time].

There has been a long standing debate over the best way to teach early reading, and this area is widely researched. Wyse and Bradbury, 2022 discuss the three main orientations to teaching early reading as being:

- *Synthetic phonics*: a strong focus on teaching phonemes and letters separately from practising reading of whole texts. Decodable books [reading schemes] are often used in the early stages with very controlled vocabulary.
- *Whole language*: a strong focus on whole texts from the beginning, using 'real' books [standard publications] with the aim of motivating readers. The whole language approach is driven by reading for meaning, Phonics teaching is incidental through the texts being used and is not systematic.
- *Balanced instruction*: strong focus on the balance between real texts and systematic phonics teaching, It places importance on comprehending the meaning of written language, carefully balanced with acquiring a range of skills and knowledge.

### **Mapledown Reading Curriculum: Intent**

As with all areas of the curriculum, the teaching aims and outcomes with reading relate directly to the individuals' needs. Students are encouraged to foster an enjoyment of sharing books and stories, and to spend time both independently and with others, experiencing literature.

Reading begins with pre-reading skills and activities, and we interpret a student's ability to 'read' at an individual developmental level. We aim to teach our students, not only how to decode text, symbols and pictures, but also how to develop imagination, creativity, positive book behaviours, creativity and to form their own narratives. We also use books to support pupils' understanding of the world around them; such as developing understanding of emotions, daily routines and activities, understanding our bodies and environment, independence skills and appropriate behaviour. Books are used in a cross curricular approach and often provide a focus for learning each term.

Sensory stories have been created and are used across the school, particularly in Learning Zone 3 to support lessons. These stories fully immerse our students to provide a multi-sensory storytelling experience whilst supporting them to develop a variety of skills.

Pleasure in books, stories and poetry is fostered at every stage. Teachers read to their students, allow them to handle books freely and encourage them to respect books. Each class has opportunities to be read, to partake in shared reading and to read independently. This holistic approach to reading aims to consistently encourage a love for reading across the school. Themed days and weeks such as 'World Book Week' enables the whole school to be immersed in focused texts and different genres of books.

### **Access for all**

At Mapledown, the majority of our students are not able to use verbal speech at a level that meets their communication requirements and rely on the use of AAC to communicate and access all curriculum areas. We know that students learning to communicate with AAC require systematic phonics and word study instruction. Spelling is what enables students to eventually communicate every word that they want to, or that they do not have a symbol for, therefore becoming autonomous communicators.

Research shows that phonological awareness is often delayed in students who are learning to use AAC as they don't get to practise learning to manipulate, isolate and delete sounds. Instead, their phonological awareness tends to develop later, as they learn to read. A comprehensive literacy curriculum, including a robust systematic synthetic phonics programme will help them develop phonological awareness, with the aim of becoming proficient readers, writers and communicators.

### **Mapledown Reading Curriculum: Implementation**

All students at Mapledown engage with a comprehensive Literacy curriculum. Teaching is adapted to meet individual students' needs and abilities. Student's progress in reading is assessed through KPLTs where relevant and all are being baselined in our curriculum, which will be updated termly in February, May and October [enabling no lost learning when students transition each academic year in September]. Student's ongoing assessments and teacher judgements determine the specific approach for the implementation of reading and phonics.

All our students engage with daily shared reading working with letters and sounds [Twinkl Phonics Scheme - TPS Phase 1], and Independent and Self-Selected Reading. Our *Formal* and *Reaching Higher* students also engage with reading comprehension, letters and sounds [TPS Phase 2+].

Reading is taught by each class teacher, within the class group, supported by the Learning Support Assistants. There is a range of resources within the classrooms appropriate to the needs of students. Additional materials can be found around the school, e.g. in the school library or on the shared area of our computer system. The well-stocked library is available to all pupils and teachers and books/resources can be borrowed, there are also reading areas or boxes in each classroom.

### **Pre-Formal and Semi-Formal Readers**

As part of our approach, we recognise that early reading and phonics instruction may span a longer period of time due to the nature of the needs of the pupils. Some pupils may need to work at an emergent level for some time, before being ready to embark fully on the formal TPS programme. These are generally those pupils working within the Pre/Semi-Formal level of our curriculum. These students will engage in Phase 1 of TPS alongside elements of Jane Farrall's approach, experiencing, recognising and creating environmental sounds with a drip method of introducing phonemes and graphemes throughout. These students access Phase 1 phonics through a multi-sensory approach, to support the pupil in becoming familiar with these sounds, phonemes and graphemes e.g. feeling sensory letters, making instruments, creating sounds in their environment such as drumming on playground equipment, searching for letters with sand/water, exploring alphabet books and listening to songs etc

### **Phonics for all**

For pupils who are working at Formal and Reaching Higher levels of our curriculum we have adopted the DfE approved Twinkl Phonics Scheme [TPS]. This synthetic phonics programme ensures that all pupils build on their knowledge of the alphabetic code in a structured way, to support the development of the phonics to read and spell. The TPS is implemented and delivered to meet the varying needs of each individual. The Jane Farrall strategies may be used to ensure accessibility for all and to promote and enable success.

The TPS is taught following the given structure and order of the phases as pupils progress. One whole school adaptation to the programme following an initial roll out of the programme is that rather than focus on 1 Phase 1 pack each day, classes will have 1 pack for a period of 5 weeks with valuable teacher judgement directing which order the pack is delivered e.g. teachers may feel their class benefits from part of the pack [there are 5 parts to each pack in total] being repeated for 5 days before changing the following week, and some championing a full 5-part pack being delivered across 1 week and repeated 5 times. Regular assessments are made throughout each pack through observations, staff feedback and 1:1 review sessions. Particularly when students are learning phonemes this agile approach to phonics implementation allows for teachers to compare and contrast students' understanding which accommodates for the fact most pupils are unable to verbalise the phonemes, making assessment of their knowledge and understanding more challenging. Additional individual adaptations are made by the teachers to enable more access to the resources and activities as needed e.g. the use of technology to enable access to the materials or sensory resources for pupils with visual impairments.

All staff model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lessons and across the curriculum. Ongoing CPD opportunities for staff enables their practice to be exemplary and they have the phonic skills to support their students. We also have a strong focus on language development for our students because we know that skills in communication are critical for reading and writing in all subjects. It will enable advocacy, and for our students to be contributing members of society in life beyond Mapledown.

<b><u>Literacy elements and resources implemented daily for students at Mapledown School</u></b>			
	<b>Pre-formal and Semi-formal learners</b>	<b>Formal learners</b>	<b>Reaching Higher learners</b>
<b>Reading</b>	Shared reading Independent exploration of books/texts	Shared reading Independent exploration of books/texts Reading Comprehension through Twinkl books [all bands] based on BLANKs Level Questioning [Level 1+2]	Reading Comprehension through Twinkl books [all bands] based on BLANKs Level Questioning [Levels 1-4]
<b>Reading Scheme</b>	n/a	Twinkl Rhino Readers [Levels 2-6 as appropriate]	Twinkl Rhino Readers [Levels 2-6 as appropriate] and self-chosen texts
<b>Twinkl Phonic Scheme</b>	Phase 1	Phase 1 + 2	Phase 2+
<b>Writing</b>	Writing with adults - Predictable Chart Writing Writing from adults Independent writing	Writing with adults - Predictable Chart Writing Independent writing	As previous plus introduction of writing conventions Independent writing.

### Independent Reading

At Mapledown we want all of our pupils to have access to books that they are able to read and/or explore independently, whatever level they are working at. As part of our literacy curriculum opportunities are given for this each day, for all pupils. Facilitated through a mix of banded books and books about subjects of interest to students [not necessarily banded but enjoyed].

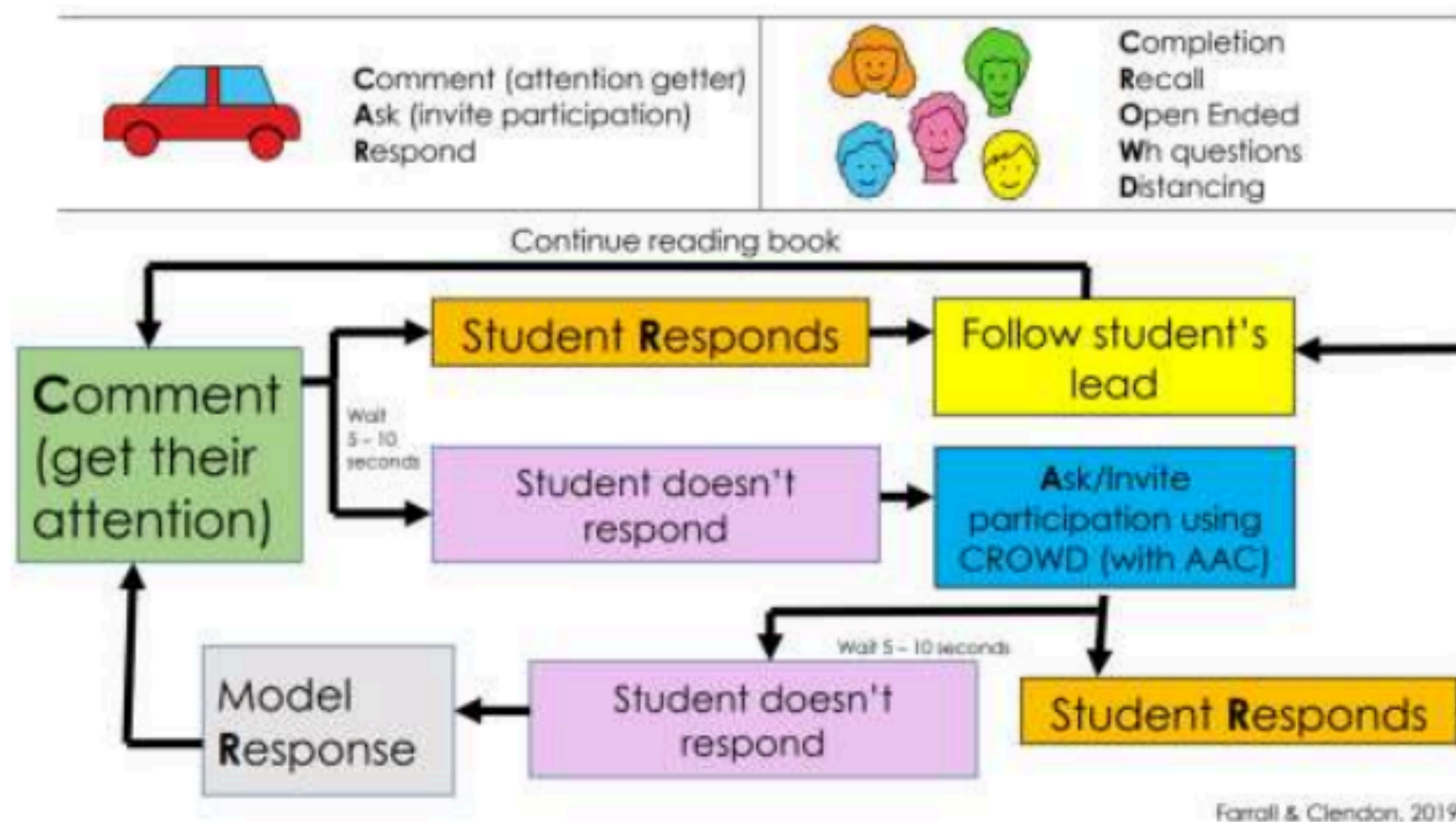
Students are given access to age and stage appropriate books and texts that are of interest to them. The books/texts may need to be made independently accessible through technology [eye-gaze, audio books, touch screens and talking books] or through laminating a book to make it more robust and adding 'page turners/fluffers' to assist physical access. They will be given opportunities to browse these books independently and learn how they can use reading for pleasure, this is normally through a whole class session after lunch each day. Students working within the Formal and Reaching Higher areas of the curriculum have independent reading opportunities to encourage and develop reading fluency through engaging with reading books at their comprehension and fluency level, this will include a mix of self-chosen books and TPS banded books. Our aim is that through daily engagement with reading, students will be able to develop the skills required to decode print in their environment in order to be as independent as possible in life beyond Mapledown, and to develop a love of reading for leisure, this includes reading images and symbols as well as text. Parents are encouraged to read with their children and any support with how to do this is discussed on an individual basis when requested.

We understand that due to the complex needs of our students, some may find segmenting and blending phonemes to decode words extremely challenging. We will support those students to develop their knowledge of sight words through targeted individual teaching using Twinkl banded books or high frequency words.

### Shared Reading

All students have the opportunity to engage in shared reading as part of their timetable each day, normally through a cross curricular approach. All staff are trained in strategies to support pupils in engaging with shared reading at a level appropriate to their needs and the provision of robust AAC systems for all students are a vital part of this engagement.

*Shared Reading Flowchart of CROWD in CAR approaches:*



### Pre-Writing and Writing Skills

Communication through the written word is taught to all pupils, but is adapted to allow pupils to record their learning in whichever mode is appropriate to them. The written word is of importance both as a means of self-expression and as a method of creative writing, non-fiction writing, reporting and recording.

It is appropriate for some students to develop skills such as, holding writing implements and mark making, free writing/mark making, pre-writing patterns, writing patterns, typing, tracing and copying letter formation to all lead towards improved fine and gross motor skills. In cases where this is not appropriate activities such as the use of symbols, sensory and small world exploration to support choice making and creative writing. Predictable Chart Writing is engaged across the school.

Writing within our context is about developing pupils' understanding and awareness of their ability to effect change by making choices and using marking and writing to communicate and create. Writing skills are practised and developed across the curriculum through lessons and activities both in the classroom and their local environment.

### **Mapledown Reading Curriculum: Impact**

#### **Assessment:**

Assessment is used to monitor progress and to identify any student needing additional support as soon as they need it.

**Formative assessment** is used *daily* in class to identify any students requiring additional support or further challenge. Assessment for learning is used *weekly* to assess and address gaps, and secure fluency of graphemes, phonemes, words, spelling and recognition or environmental sounds. These assessments will also enable staff to record when skills are starting, acquired or mastered. Evidence for Learning is used by all to capture evidence of students' progress with reading, as it is across the curriculum.

**Summative assessment** is used termly [at half term markers of February, May and October] to identify gaps in learning that need to be addressed, to identify any pupils needing additional support and to plan and deliver the support required. Summative assessment is also used to narrow attainment gaps between different groups of young people, whilst also identifying any additional support or training required for staff. Pupil Progress Meetings are held throughout the year within which assessments made are discussed.

Students will be assessed as ready to leave the TPS programme when they have either read the final fluency assessment at 90+ words a minute, or if reasonable adjustments and differentiation have been made but the student is not accessing, engaging or progressing through the programme at which point they will solely follow the Jane Farrall approach to early reading before hopefully then beginning the TPS programme again when ready.

This rationale has been written with reference to the following policies, programmes and research:

- Twinkl Phonics Scheme
- Koppenhaver, D and Erickson, K. (2019). *Comprehensive Literacy for All: Teaching Students with Significant Disabilities to Read and Write*. USA: Brookes Publishing Co
- Wyse, D. & Bradbury, A. (2022). Reading wars or reading reconciliation? A critical examination of robust research evidence, curriculum policy and teachers' practices for teaching phonics and reading. *Review of Education*, 10, e3314. <https://doi.org/10.1002/rev3.3314>
- Woodlands School, Surrey: *Reading and Phonics Teaching at Woodlands School*



## Work Related Learning at Mapledown

### Intent:

Our ambitious Work Related Learning [WRL] Curriculum will provide pupils the opportunity to develop and consolidate their pre-requisite and fundamental WRL skills in a fun and engaging learning environment with their aspirations and choices at the heart. It supports our school's clear intentions to 'prepare students for adulthood'. The WRL curriculum incorporates the skills needed for adult life for all young people, widening experiences and learning from different people, alongside learning about the WoW. The WRL curriculum will enable all pupils to experience the WoW and aims to provide most pupils with meaningful opportunities to enable them to engage in the world of work and provide impartial guidance and appropriate educational opportunities, which will support such aspirations. The WRL offer will build on each pupils previously acquired skills e.g. independence, communication, social, life and key skills in a tailored way through an accompanying curriculum based on the world of work. The curriculum offer aims to promote ambition, aspiration and achievement through everyday life and work experiences at school and empowers learners to manage appropriate roles and responsibilities within their class and their WRL group. The post-16 offer addresses WRL modules which enables the 'companies' to develop as pupils' skills do, as well as alongside pupils moving through the school and eventually into adult life. Pupils are able to embed their learning and continue to develop their skills, knowledge and understanding of the World of Work [WoW] and subsequent WRL skills needed for tasks/jobs in an informed way. The WRL curriculum is designed to prepare all pupils well through learning about, for and through work and to understand what work is and the contribution they will need to make to it where appropriate.

**ALL** pupils will have the opportunity to **experience the world of work** and will learn the skills needed to work as they move through the school and through the WRL curriculum offer.

**MANY** pupils will learn the **skills to work** in a school-based workplace and actively plan, produce and promote functioning businesses as part of WRL and achieve recognised accreditations.

**SOME** pupils will have learnt sufficient skills to be **ready to work** in a 'real-world' workplace and will be ready to work.

### Implementation:

Our WRL curriculum offer will always be informed by students' aspirations, their post-Mapledown pathway, their previous learning and their EHCP/KPLT outcomes, particularly the outcomes specified within Preparation for Adulthood. As we value the importance of PfA at Mapledown all pupils are set PfA outcomes upon their entry to Mapledown, not just from Year 9. Associated accreditation [AQA Awards] will be mapped throughout the curriculum to ensure that when such accreditation modules are studied they secure meaning and purpose whilst also celebrating achievement. WRL curriculum planning will ensure breadth, balance and relevance of skills and learning, so the content studied will meet the cohorts of needs. Pupils will access the WoW through considered, and sometimes immersive, learning environments. They will be encouraged to apply and extend their skills [Independence, Life, Key and Social skills] alongside their EHCP outcomes [Communication and Interaction, Cognition and Learning, Preparation for Adulthood]. EHCP Outcomes are used in teaching and learning sessions to ensure that students are able to access the WRL curriculum in a meaningful way which provides planned opportunities to generalise and extend skills in new or less familiar environments and with less familiar people [groups will work with staff potentially from alternative classes as they are in mixed groups, as well as meeting professionals from businesses and in the community]. By integrating EHCP outcomes we can secure our assessment practice to identify when students have embedded their learning and confidently identify their next steps. The curriculum offer will contribute significantly to pupil's early knowledge and understanding, skills, attitudes and values they will need towards planning for their future [fundamental careers skills]. Through interest led and engaging activities which promote pupil curiosity, engagement, interests, enquiry skills and skills of application [applying what they have observed and learned] we will actively promote a sound framework for the beginning of careers education and all that it has to offer. Opportunities to experience the WoW will be both school-based and community based where appropriate.

All adults regardless of age/stage of pupils they are teaching for WRL are the lead providers in recognising opportunities to promote pupil's key skills of engagement, enquiry and reflection when experiencing school-based WoW tasks and 'real world' WoW tasks in the community. Our WRL curriculum involves experiential learning and simulation through which pupils gain experience in communication and negotiation skills e.g. role play, by bringing the WoW into the classroom. Pupils will be exposed to the experiences and expertise of visitors to classes and by taking pupils out into the community to experience first hand real-world work experiences.

### Impact:

All pupils will be well prepared for the next step in their education, ensuring learning is built upon previous skill acquisition, knowledge and understanding of the WoW with a widening understanding of the contribution they may be able to make towards it. Pupils are able to enter adult life beginning to demonstrate that they have an increased understanding in, and confidence to, apply functional skills learnt to practical activities. Pupils will be able to demonstrate and show more autonomy in making informed choices about their future. They will achieve nationally recognised qualifications where appropriate and become more ambitious for their future.

Pupils will learn holistic skills so they learn and develop through a vocational approach to teaching and learning which enables each individual to be prepared for adulthood and succeed in their next steps of education and/or work.



## KS 3/4 WRL Curriculum 2025-26

WRL Topic	<u>What is a job?</u>	<u>Food</u>	<u>Emergency Services</u>	<u>Community</u>	<u>Public Transport</u>	<u>Newsroom</u>	<u>Tesco Delivery</u>
Learning could include:	<ul style="list-style-type: none"> <li>Understanding what a job/career/aspiration is.</li> <li>Why do we need to have a job/work?</li> <li>What jobs there are in the World/local community/thats help us?</li> <li>What are your hopes/dreams/aspirations?</li> <li>What do your family do?</li> <li>What skills do you have?</li> <li>What skills do you need to be a XXX?</li> <li>Being ready to work [link with getting ready for school routines] e.g. how to put on uniforms, uniform needing to be clean, timing a schedule, emotional regulation, personal care</li> <li>Being safe at work and when researching for a job - e-safety, using equipment [plugs, knives etc], stranger danger, being aware of who can help us [emergency services and recognising uniforms in the community such as security]</li> <li>Jobs at Mapledown - who does what? Where can they be found? Who is who? Who can you talk to at Mapledown?</li> </ul>	<ul style="list-style-type: none"> <li>Recognising food companies in the community - recognising and matching logos/uniforms, recognising what they sell.</li> <li>Which food companies do you like/not like, go to?</li> <li>Viewing menus [online and paper] - what would you choose? What can we buy for £XX? How do we order?</li> <li>Carry out a vote around school of people's favourite food/restaurants/fast food companies.</li> <li>Choose favourite food and plan what to order/cook.</li> <li>Health and Safety in a kitchen - how to be safe, how to prep a cooking area, cutting/chopping skills, asking for help, recognising there is a problem, tolerating an apron and how to put it on, washing up, tidying up, loading a dishwasher, loading a washing machine with aprons etc.</li> <li>Plan pizza or alternative dish to make - plan out a recipe, ingredients needed, write a shopping list, what equipment is needed.</li> <li>Healthy and unhealthy foods</li> <li>Food groups</li> <li>Go to a shop and buy ingredients - travel training / road safety on way there and back, find items in a shop, control a trolley/basket, use a till, ask for help from people in uniforms, load bags/know when they are full and carry them</li> </ul>	<ul style="list-style-type: none"> <li>Emergency services - who is who? What do they do? How can they help us? Who wears which uniform? How can you contact them? Calling 999 and how important it is not to call if not an emergency, calling 111 if not an emergency.</li> <li>Matching equipment to the job e.g. ladder/stethoscope/handcuffs/hard hat/hi-vis</li> <li>Matching vehicles to the job e.g. ambulance/fire engine/police car or van/ lifeboat/builders van etc.</li> <li>Deep dive: Police / Fire / Medical. Organise visits from local stations with vehicles or to do talks to pupils.</li> <li>Role play calling for help e.g. 999 or if fall down/don't feel safe/see smoke etc. Different scenarios.</li> <li>Fire safety at home. What fire extinguishers look like, can they be found around school/in the community. Listen to smoke alarms.</li> <li>What to do if you have an injury at school [tell an adult, visit school nurse/first aid] or at home [tell an adult, call 111 or 999, walk in centre or GP visit]</li> <li>School nurse to give talk to pupils</li> <li>Complete a hospital passport</li> <li>Explore first aid boxes, what do the different resources do? How to put on a plaster/open a wipe packet and clean a cut etc.</li> <li>Being safe - who do we call in this scenario [give different ones e.g. got lost, smell smoke, hurt leg]</li> </ul>	<ul style="list-style-type: none"> <li>What jobs help us in the community/environment e.g. refuse collectors / road sweepers / park keepers etc.</li> <li>How we can help look after the environment in school / at home / when in the community.</li> <li>Refuse collectors - sort recycling, recycle around school</li> <li>Learn about sustainability in the environment</li> <li>Jobs in a park - cutting grass [try using a lawnmower safely, plugging it in, knowing where to mow etc], litter picking.</li> <li>Visit a recycling centre</li> <li>Visit a park - what/who can we see? Find features in a park following a visual prompt sheet e.g. benches, flowers, playground, bins, dog bins. Meet a park keeper.</li> <li>What to wear when in the community - weather appropriate clothing, dressing skills, match clothing to weather.</li> <li>Dressing/undressing skills.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise types of public transport</li> <li>Pros/cons of different transport</li> <li>Routines for travel - waiting, knowing where to get on/off, how to buy a ticket/scan an oyster card, who to ask for help, how to walk onto transport [e.g. sit down/hold on before they start moving, where to sit to see where to get off], how to secure belongings on public transport, whether to press a bell or it stops automatically, keeping clean on public transport.</li> <li>Role play travelling [riding a bus, train, plane]</li> <li>What do we need to take e.g. what do we need to ride a bus, what do we take on a plane - how to pack a suitcase.</li> <li>Visit a bus garage. Have a bus visit school.</li> <li>Recognising the Oyster card base, how to tap, having to tap in and out on a train journey but only tap in on a bus.</li> <li>Ordering an Uber</li> <li>Road safety</li> <li>Train platform safety</li> <li>Go on a train journey</li> <li>Visit a train station, or a train spotting place to watch trains</li> <li>Being safe when in the community and on public transport</li> <li>Stranger danger and who to ask for help</li> </ul>	<ul style="list-style-type: none"> <li>Learn what the purpose of news is - to inform/share/ discuss/comment etc. It should be interesting and factual.</li> <li>Learn about the different roles within News e.g. different roles working in a newsroom/ at a newspaper HQ.</li> <li>Experience age appropriate news e.g. Watch BBC News-round and discuss/comment/ match stories to images.</li> <li>What is the purpose of News? Why is it important? Different forms of news e.g. TV show, newspaper, social media, newsletters, posters, bulletins etc.</li> <li>What questions are useful to ask so I can find out the news or the information for a story?</li> <li>Look at images from newspapers and complete Colourful Semantic sentences about what is happening in the picture.</li> <li>Research newspapers/ newsletters - what features do they have e.g. title, subtitle, images, author.</li> <li>Ask pupils/staff what they would like in the Newsletter, do a survey/vote for content.</li> <li>Interview staff in school about what they have been doing that week/what is coming up?</li> <li>Put together a Newsletter/ News Poster for the term with what has been happening/ photos/ interviews with staff/ pupils/names of the Stars of the Week/Term.</li> <li>Ask pupils do complete surveys to go in the Newsletter e.g. Our favourite flavour ice cream is... / Our favourite TV show is... / Our favourite lesson is...</li> <li>Visit 'Kidzania' in Westfield to experience being a news presenter as well as other jobs with dress up/green screens / equipment and 'sets'.</li> <li>Take on roles in a News studio e.g. camera-person, presenter, light technician, music for intro, reporters, make up team.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the importance of their job - to feed friends etc</li> <li>Recognising logos of Supermarkets/brands of food</li> <li>Recognising symbols as identifiers e.g. class boxes have the birds on, but not all classes have the bird on their door etc. Do they need anything to help them with their deliveries [e.g. organise class doors to have the same symbol as the boxes and on their map?]</li> <li>Counting and totalling orders, counting and stopping with real objects e.g. 2 milk / 4 crisps etc.</li> <li>Following a map to locate classes around the school to deliver goods</li> <li>Motor skills to carry boxes/ push trolleys/handle foods into boxes</li> <li>Greeting 'customers' when delivering the boxes to classes.</li> <li>Collecting orders for the following week from classes and passing them to Laila. Collating the class lists into one order list for Laila. Putting the items into the basket on Tesco website [Will Laila need to close the order/pay or can group do that?]</li> <li>Finding a solution if something is missing</li> <li>See which products are popular, can they recommend alternatives?</li> <li>Go to Tesco and buy any missing items. Road Safety and safety in the community.</li> </ul>
<p><b>PROMOTING</b> Pupils will learn about 'Promoting' through all topics where it is relevant e.g. Food and Community. Not a standalone topic.</p>	<ul style="list-style-type: none"> <li>Promoting the Summer Fair</li> <li>Watch TV adverts - what is being promoted? How do we know? What are the key features of an advert/poster/ leaflet.</li> <li>What do we need to put on out posters for the fair?</li> <li>Research images and how to copy them from Google [e-safety]</li> <li>Use camera on iPads to take photos of KS5 groups to use in promotional posters for the Fair.</li> <li>Design a welcome stall, design tickets, organise a raffle - sell raffle tickets, organise prizes.</li> <li>Use computers to design posters/leaflets, use art skills and fine motor skills to design posters/leaflets</li> <li>Design/buy decorations for the hall/playground and put them up, learning how to attach them</li> <li>Plan a group tuck shop [food or sensory toys] - exchanging tokens/money, greeting others appropriately</li> <li>Role play exchanges as at a fair, putting things in bags.</li> <li>Additional jobs at the fair e.g. cleaning up, greeting attendees on arrival, serving drinks, signing in arrivals, tickets for entry, guiding attendees from entrance to the fair.</li> </ul>						

## Last year...

As part of our weekly Teacher's Meetings last academic year the vision for WRL was developed collaboratively and regularly revisited as it evolved [see page 2]. Staff worked together to collate the learning and life skills that would be embedded as a priority across WRL e.g. developing fine motor skills, and also which skills were specific to different industries e.g. what plants need to grow healthily. These ideas were collated as a starting point for our WRL curriculum [see page 3].

At a later meeting in July teachers shared if they had a particular passion/area of interest and were interested in leading a Post-16 WRL Group, or would prefer to lead a KS3/4 group which covers a broader range of areas. This led to 5 groups being organised for Post-16 pupils.

- Gardening with Zelal [e.g. planting and growing, tending and watering the gardens and communal areas]
  - Selling clothes on Vinted with Ricky [e.g. collecting, laundering, repairing, photographing and promoting clothing, uploading and selling on Vinted]
  - Cooking/ Catering with Presila [e.g. making lunches for staff to purchase, baking for visitors/coffee mornings]
  - Entertainment with Jade [e.g. the 'Meet and Greet' team for Mapledown, put on parties and welcome guests. Bring the school together for social events]
  - Maintenance with Julio. [e.g. tending to Mapledown maintenance needs, assisting the caretaker with jobs, groundskeeping, cleaning]
- [see page 4 for the KS3/4 Curriculum and Learning Rotations]

## Last month...

Pupils were taught about what WRL would involve, what they might be learning about and doing as part of the sessions. Each lead teacher for the Post-16 activities added a slide promoting their group. Pupils then voted for which group they would like to join, they had a first and second choice sticker. We were proud to allocate the majority of pupils with their first choice, only 3 pupils were allocated their second choice.

**Let's start a business**

**What will I be doing?**

**What can I choose from?**

**Entertainment Business**

Name: \_\_\_\_\_

Gardening

Fashion  1

Cooking  2

Entertainment

Maintenance

My choices for Work Related Learning.

LSAs were also redeployed across groups. Pupils have at least one staff member they are familiar with in their group.

## Last week...

The whole school gave it a go, Key Stage 3/4 and Post-16.

Pupils and staff transitioned to their new group supported by their communication and transition resources such as symbols/photos.

As it was the first week each group got to know each other in different ways:

- Some had some leisure time together to get to know each other
- Some cracked on and decided what their business name would be and designed their logo.
- Some had their snack together before getting down to the nitty gritty of WRL
- Some had sensory experiences linked to their businesses.

