Kennel Lane School

Valuing Achievement
Encouraging Independence

KENNEL LANE CURRICULUM

Contents

Introduction	2
TALENTS Curriculum	2
Curriculum Vision Statement	3
Curriculum Drivers	3
Curriculum Intent	3
The Golden Thread	3
Management of Learning	4
The Curriculum	4
Curriculum Implementation	5
Extra-Curricular	5
Curriculum Impact	5
The importance of language in the curriculum	5

Introduction

At Kennel Lane School, we are justifiably proud of our learners' achievements. We are truly dedicated to the community that we serve. We recognise every young person as an individual who has their own special talents which need to be nurtured. We encourage every learner to be the best they can be and strive to achieve so they are proud of their efforts.

Our curriculum provides choice which allows young people to engage and enjoy their learning as well as participate in a wide range of extracurricular activities.

In a rapidly changing world in which our young people are presented with many exciting opportunities, our curriculum prepares our young people for the challenges ahead. We want them to become independent thinkers, develop resilience and make positive contributions to our community.

The aim of our curriculum is to ensure that learners have a personalised learning journey which has their Education, Health and Care plan at the centre of it. We work closely with the young person and their parents/ carers to ensure the curriculum is appropriate to their needs and interests.

There are 4 Curriculum's:

- Formal Curriculum
- Semi-Formal Curriculum
- Woodlands Hub including Pre-Formal Curriculum
- Informal Curriculum

These are flexible and learners are reviewed regularly to check they are following the correct curriculum.

TALENTS Curriculum

At Kennel Lane all learners access the **TALENTS** curriculum at an appropriate level which is made up of the following strands.

T otal Communication
A cademic
L ife skills
E mployability
N urture
T herapies
S ocial

Curriculum Vision Statement

'We enable our learners to understand the world around them, become fulfilled individuals and active and compassionate citizens by providing an innovative and outstanding education'.

Curriculum Drivers

Our curriculum drivers give a common understanding of the purpose and intent of our curriculum and promote shared ownership. They go beyond the academic and reflect learners intellectual and personal development, needs and capabilities, both now and in the future.

Curriculum Intent

At Kennel Lane we offer a broad and balanced curriculum where every young person has a personalised learning journey. We recognise prior learning, provide memorable learning experiences and allow learners to achieve and make progress.

Our curriculum will be taught through a pedagogy that:

- excites, promotes and sustains learner's interest
- promotes problem solving, creativity and communication
- enables and fosters learner's natural curiosity
- offers all learners memorable experiences
- promotes innovation and entrepreneurialism
- enables learners to reflect on and evaluate their learning

The Golden Thread - Education, Health and Care Plans (EHCPs)

Every learner that attends Kennel Lane has an Education Health and Care Plan (EHCP) which outlines the personalised needs, provision to support/ overcome barriers to learning and sets out long term outcomes within four/five areas of SEND:

- Communication & Interaction
- Sensory & Physical
- Cognition & Learning
- Social, Emotional & Mental Health
- Independence (Preparing for Adulthood - PfA) - Statutory from Year 9

We recognise that all learners will need to develop core communication and interaction skills which will support them to manage their physical and sensory needs which will in turn will impact positively on their social, emotional and mental health. With those three key areas of need addressed at that point learners can begin to immerse themselves in the wider demands of the curriculum and work towards the development of key skills and knowledge.

Management of Learning

Each learner will have their own Management of Learning plan. This ensures every learner has access to a curriculum, pedagogy and provision that is tailored to their specific needs, interests, and talents.

The Curriculum

We have four identified curriculum lanes to support a learner centred delivery of our curriculum intent.

Learners can move between and have a mix of curriculum experiences and assessment opportunities dependent on their developmental stage.

EYFS and KS1
Learners are immersed in purposeful and meaningful experiences. Continuous provision Learning through play Multisensory Learning to Learn Development matters

Woodlands Hub (KS1 – KS5)	Informal	Semi formal (KS2 – KS5)	Formal (KS2- KS5)
Sensory Learners at early stages of development A curriculum that is meaningful to them The focus is on engagement, communication and interaction Maximum opportunities to achieve the highest level of independence possible	**Learning to be** Learning to be part of society and a community Low demand and access to favoured activities Nurturing, child centred approach Enticing, play based sensory curriculum which reduces anxiety and creates an environment for engagement Learners learn how to be rather than learning how to do	**Life Skills based curriculum** Access to some subject specific learning Play based, purposeful and process based Learning functional skills Plan, do, review approach Roleplay needs to be functional and real to life	**Adapted National curriculum with an emphasis life need** Mastery and understanding of Skills and Knowledge Learning is linked to practical activities

Areas of the Curriculum

EYFS and KS1
Prime Areas Communication and Language Physical Development Personal, Social and Emotional Development **Specific Areas** Expressive Arts and Design Literacy Mathematics Understanding the World

Woodlands Hub (KS1 – KS5)	Informal	Semi formal (KS2 – KS5)	Formal (KS2- KS5)
My Interactions My Explorations My Movements My Independence My Emotions My Senses	Self-Regulation Self-Interaction Self Confidence Self Esteem Social Relationships Thinking and Problem-Solving Skills Physical Wellbeing Mental Wellbeing Voice and Agency Engagement within the Communities Communication Concentration and Attention	Literacy (RWI) Writing Numeracy (WRM) Science TALENTS The World About Me My Communication My Independence My Music My Outdoor School My Creativity My Play and Leisure Relationships and Sex Education My Physical Wellbeing Careers and Employability Personal Development	Literacy (RWI) Numeracy Computing English Maths Science The World about us Creativity Relationships and Sex education Outdoor Schooling Independence Physical Wellbeing Careers and Employability Personal Development 14 – 19 Main Learning Options 14 – 19 Extended Learning options

Curriculum Implementation

- Teachers have good knowledge of the subject(s) and courses they teach.
- All areas of learning will be underpinned by strong subject knowledge to ensure teaching is developmental and builds on the prior learning of learners.
- Effective support for those teaching outside their main areas of expertise is provided.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching.
- Class teams check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedforward. In doing so, teachers respond and adapt their teaching as necessary.
- Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.
- Teachers create an environment that allows the learner to focus on learning. The resources and materials reflect the teacher's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum.
- There is a rigorous approach to the teaching of reading that develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge and Topic, learners accessing the RWI scheme have reading materials matched to their RWI levels.
- There is subject progression, knowledge (concepts) and skills are mapped out across all areas of the curriculum.
- Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.
- Each Strand/ Subject has an assessment framework, where appropriate which promotes and supports the progression of knowledge and skills.

Extra-Curricular

We enrich our curriculum by:

- providing on and off-site subject or topic related activities
- offering opportunities for learners to learn outdoors
- developing partnerships with external providers that extend learners opportunities for learning
- holding specialist curriculum days or weeks
- welcoming parents and carers to take part in young people's learning and experiences
- using quality resources in and out of the classroom
- offering opportunities for learners to access school clubs

Curriculum Impact

- Learners are ready and prepared to transition at each of their key transition points.
- Learners are ready for their next stage of education and/ or employment or training.
- Learners have the relevant knowledge and skills to access destinations that match their interests and aspirations.
- Learners develop detailed knowledge and skills across the curriculum and, as a result, make strong progress and achieve well.

The importance of language in the curriculum

- A language for learning model is used to develop learners higher level thinking skills.
- This language for learning model was co-produced with key stake holders across the school.
- The language used in school is positive and consistent.