

## Rationale

### Intent

Learners within the Woodlands Hub have a wide variety of abilities and talents. They also have complex learning needs, including all or some of the following: physical, sensory and medical needs. Some of the learners may have profound ASC which impacts upon their learning and progress.

The Woodland's curriculum follows a stage, not age, approach and comprises learners from Key Stage 2 to Key Stage 5.

Learners with complex needs require a bespoke approach to their education as the way they learn is unique to them. Our curriculum takes a holistic view of the learners by focussing on how they best learn and by acknowledging and celebrating the different abilities and achievements of those learners with the most complex needs, rather than trying to fit them into an existing framework not developed with these needs in mind.

### Implementation

The curriculum is focused around six areas: My Interactions, My Explorations, My Movements, My Independence, My Emotions and My Senses. Each of these areas links to one or more of the four EHCP areas of need: Cognition and Learning, Communication and Interaction, Sensory and/ or Physical and Social, Mental and Emotional Health.

Learners will be immersed in purposeful and meaningful experiences through a thematic (topic based) approach. Using a thematic approach assists adults to present learning opportunities that are stimulating, immersive and that enable cross curricula learning. The topics will be taught, and experienced, through multi- sensory approaches to foster high levels of engagement. Play and child initiated learning will have a key part in the process.

Many of the six key areas will intersect during activities, which will develop a richer understanding. Due to the amalgamation of the key areas there are no discrete subject lessons or fixed timetables. This allows for greater personalisation, and precision of what each learner needs at that time, and ensures that all therapies and interventions take place and are prioritised.

Each learners EHCP areas of need and outcomes, which are written in conjunction with parents and professionals, drive the teaching and learning. All staff ensure that learners are presented with many opportunities, in different contexts, to work towards meaningful and achievable long term goals. Lateral progress, as well as linear, is recognised and celebrated and there is an emphasis on generalisation of learning, rather than acquiring skills in isolation.

For learners that require a semi – formal approach to their curriculum, the highly individualised timetables facilitate integration into other classes, where appropriate.

Pathways at Kennel Lane are always individualised and transition pathways are flexible and continuously reviewed.