

high degree of individualisation. This means that all pupils engage in the most relevant, targeted learning, regardless of their age or ability. In short, the curriculum adapts to the individual rather than the individual having to adapt to it. This individualisation is also determined in pupils' Education, Health and Care Plans and is reviewed annually in Person Centred Planning meetings that give rise to termly Individual Education Plans. There are **four broad curriculum pathways** that our pupils follow:

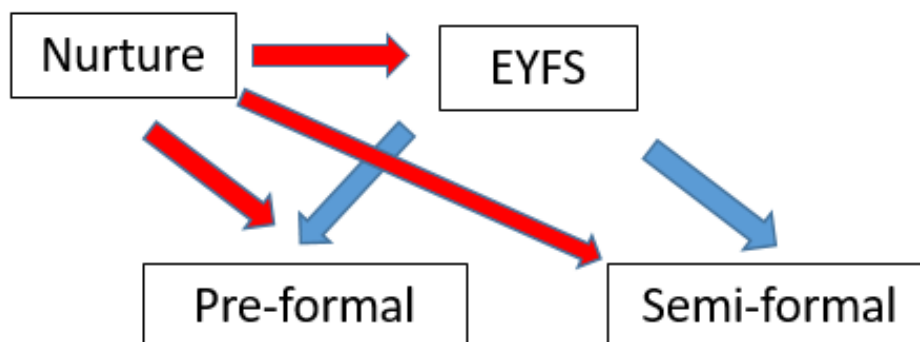
Nurture	EYFS	Pre-Formal	Semi-Formal
		Bespoke Engagement curriculum (IEP based) TOPIC BASED 3 year cycle including Expressive arts (Art/Music) and Understanding the world (RE/British values/Geography/History/Science /SMSC) Physical development Curriculum PSHE/SRE Preparation for Adulthood* <i>*Life-skills, Taking part, safety, community, responsibility, Exploration.</i>	Bespoke curriculum (IEP based) TOPIC BASED 3 year cycle including Expressive arts (Art/Music) and Understanding the world (RE/British values/Geography/History/Science /SMSC) Physical development Curriculum Literacy Curriculum Mathematics Curriculum PSHE/SRE Qualification for Key stage 4: ASDAN/OCR Preparation for Adulthood
		Bespoke 6 th form curriculum (IEP based with focus on transitions)	<i>Qualification for 6th form (ASDAN/OCR?)</i> <i>Work related learning</i> <i>6th Form options</i>

The IEP (Individual Education Plan) curriculum is based on the 4 areas of the EHCP and includes targets for Preparation for Adulthood:

Cognition and Learning Pre-formal	Cognition and Learning Semi-formal	Communication and Interaction	Social, emotional, and mental health difficulties	Sensory and Physical needs	Preparation for Adulthood

Pathway Progression:

Pathway progression for each pupils is highly individual and reviewed regularly.



Assessment and Evidence:

It is essential that teachers record the pupils' curriculum progress to ensure continuity and progression. Wyvern Academy has developed an effective system to capture and profile progress across the age and ability ranges.

Assessment must be:

- Part of effective planning for teaching and learning.
- Focused on how pupils learn.
- Central to classroom practice.
- Valued as a key professional skill.
- Sensitive and constructive (because all assessment has an emotional impact).
- Fostering of motivation
- Promoting understanding of learning goals and assessment criteria.
- Helpful to learners in knowing how to improve
- Developing the capacity for self-assessment
- Recognizing all educational achievement.

Assessment is used to:

- To support the manageable collection of rich evidence to support assessment decisions and form the basis of discussions with all interested parties.
- To ensure the collection of reliable data that reflects the progress and attainment of pupils.
- To produce informative and personalized contributions to Person –Centred Reviews and Annual Reports.

Assessment at Wyvern:

At EYFS and for the majority of new starters we have developed a **baseline assessment based on the** Derbyshire assessment model, for the first term, which allows staff to quickly evidence abilities and needs in early skills and readiness for school. Pupils in EYFS will then be tracked using an assessment method called **MAPP** with objectives from an adapted version of *Development Matters*.

Alongside this the class produces a **Learning Journal** that graphically displays their achievements and next steps and which makes a valued record of this crucial stage for their family to keep.

All pupils benefit most from a fully *personalised* curriculum based on their **IEP** and the **MAPP** assessment system is used.

For pupils who are not yet ready for subject specific learning on the **Pre-formal pathway** we use the **Engagement profile**.

Pupils on the **Semi-formal pathway** can engage with, and benefit from a broader curriculum and a more structured assessment pathway. For these pupils the academy has devised an additional assessment system of **DOLA** (Depth Of learning Assessment).

All pupils at KS4 have the opportunity to take part in the ASDAN 'Personal Progress' **accredited qualification**. This is nationally recognised qualification within the Qualifications and Credit Framework (QCF) and encompasses a wide range of curriculum areas, including notably Mathematics and English.

At Post-16 a significant part of the curriculum comprises **accredited qualification**. Accessible to all students, the **OCR Board Life and Living** Entry Level qualification requirements continue to build on our 4 core areas of learning and evidence is collated and presented for moderation with OCR in a presentation journal.

Progress is shared with pupils' families in termly parent consultation meetings and at their PCR meeting.

Areas	Cognition and Learning Pre-formal	Cognition and Learning Semi-formal	Communication and Interaction	Social, emotional, and mental health difficulties	Sensory and Physical needs	Preparation for Adulthood
Assessment	IEP targets MAPP Engagement Profile	IEP targets MAPP DOLA	IEP targets MAPP	IEP targets MAPP	IEP targets MAPP	IEP targets MAPP OCR <i>Life and Living</i> ASDAN <i>Personal Progress</i>
Additional sources of evidence			SALT targets	Roots and fruits	Move targets Physio plans	Preparation for Adulthood passport

				Risk reduction plan Behaviour risk assessments Anxiety map Behaviour scatterplot	Sensory diet	Transition plans
Further Reporting	Annual reports Annual reviews Parent consultations	Annual reports Annual reviews Parent consultations	Annual reports Annual reviews Parent consultations Therapy reports	Annual reports Annual reviews Parent consultations Therapy reports	Annual reports Annual reviews Parent consultations Therapy reports	Annual reports Annual reviews Parent consultations

Moderation, Monitoring and Evaluation:

Moderation

The main purpose of moderation is to ensure that teachers have a common understanding of expectations at specific levels, so that they can make “best fit” judgements at the end of the Key Stage. Agreement trialling also enhances teachers’ confidence in their own judgements and those of colleagues.

Judgements about levels are made through the moderation of work:-

- Moderation takes place through teachers meetings, department and whole school meetings
- There are opportunities for moderation with other schools including the TADSS subject leaders groups

Scrutiny of evidence

In addition to teacher moderation of evidence it is key that the leadership team, middle leadership and subject co-ordinators carry out programmed scrutiny exercises. Our understanding of the progress made within the school is informed by assessment judgements recorded by teachers. Scrutiny of the evidence supporting these judgements underpins the reliability of our whole approach to data. In order to be in a secure position, where we can have confidence in the accuracy of internal assessments, for accountability purposes the leadership team must maintain a record of moderation and scrutiny exercises.

Monitoring and Evaluation

The monitoring and evaluation of the assessment policy is the responsibility of the Assessment Co-ordinator who is responsible to the Headteacher and the Trustees for the development of assessment throughout the school. This is to be achieved in a variety of ways:-

- Pupil progress meetings;
- ensuring that assessment opportunities are built into planning across the school;
- regular classroom observation with department leaders working alongside colleagues to help identify strengths and weaknesses and to provide support to individual staff as appropriate;
- reviewing assessment outcomes and data to evaluate overall standards throughout the school, by key stage, gender and various other characteristics;
- arranging appropriate CPD opportunities;
- monitoring the quality of Annual Reviews (Person Centred Review) AR1's;
- monitoring the quality of IEPs and subject targets.

Interventions and Integrated therapies:

Due to the nature and extent of our pupils' needs their curriculum necessarily contains a significant therapeutic element. This may come from physiotherapy, the MOVE programme, occupational therapy, drama therapy, ELSA, speech and language therapy or a medical, psychology, mental health or behaviour intervention professional.

Direct therapy sessions and assessments are inserted in the timetable when needed though generally the therapies inform daily practice so are integrated and completely continuous with the rest of the curriculum instead of standalone features.

During the course of a week for any individual or class, therapy or therapy-led timetabled curriculum features may include for example:

A direct Speech and Language Therapy session, group session or class activity	A direct Physiotherapy session or exercises in class	A MOVE Programme session, or exercises in class
A Hydrotherapy session	A Rebound Therapy session	A Sensory Diet activity or choice
An Occupational Therapy session	An <i>Attention Autism</i> session	Drama therapy
ELSA	Emotional regulation activities	Behaviour intervention activities
Pastoral time	Play Therapy	SWIFTS

Cultural Capital:

‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’

Ofsted Inspection Handbook 2022

At Wyvern we understand that development of our young people depends on the experiences and opportunities that we enable them to access. The broader the cultural experiences, the more skills and knowledge we equip our young people with, to prepare them for adulthood.

At Wyvern we include a wide range of experiences including:

Trips to our local areas	Visiting Drama Productions	Music Appreciation
Celebration of beliefs and traditions and family heritage	Educational Visits	Animal Care at Kingston Maurward
Competitions	Languages	Travel skills
Developing our own interests	Assemblies and daily traditions	Sports and Art days
Charity days	Broad curriculum through topic based learning	Culture weeks

The changing topics provide a stimulating, enjoyable context and a vehicle for delivering the core teaching and learning. The format is hence flexible enough to meet widely ranging needs, even within the same class.

British values:

‘Developing and deepening pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance’

‘Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain’

Ofsted Inspection Handbook 2022

At Wyvern we aim support our young people to feel confident, safe, happy, independent, respected, and to treat others with respect. We want our young people to nurture a sense of wonder about the world, to feel included, and to have a sense of belonging.

This will allow them to become adults who are caring and respectful, and who will have the skills and confidence to engage in their local communities in modern day Britain.

Key Skills are:

Democracy	Individual Liberty	The rule of law	Tolerance and respect
Building our communication skills to understand/listen to others	Building our communication skills to understand choices	Building our communication skills to understand instructions	Being aware of others
To play cooperatively, taking turns, or as a team	Express our feelings and needs	To understand making good choices	Playing alongside others
To take part in conversations	Develop our own interests and opinions as an individual	To have an appreciation of our behaviour on others	Showing kindness and care to others and our environment
To problem solve	To have a wide range of experiences and activities available to us	To take part in routines and structured activities	Enjoying being with others
		To successfully take part in a social activity	Successfully communicating with others
			Understanding the needs of others

Pupils at Wyvern also undertake a comprehensive PSHE programme which covers democracy and the process of voting, rights and responsibilities, citizenship, healthy relationships, and to recognise discrimination of different forms and appreciate that it is not acceptable behaviour.

Pupils at Wyvern take part in voting for the school Council and Youth Parliament elections.

Curriculum: Intent, Implementation, and Impact

Nurture
<p>Intent</p> <ul style="list-style-type: none"> • To deliver a curriculum which generates positive experiences for our pupils. • To deliver a curriculum which generates positive feelings and raises pupil's self-esteem. • To deliver a curriculum which supports the development of positive behaviours. • To reduce anxiety and reduce incidents of difficult and dangerous behaviours.
<p>Implementation</p> <ul style="list-style-type: none"> • The Nurture Curriculum is pupil led. • The pupil works towards bespoke IEP targets that concentrate on engagement and regulation • Individual roots and fruits are used to support the planning of interventions, strategies, and activities. • Pupils can follow this curriculum model in an individualised teaching area for a time limited period, this is agreement with the LA and Locality SEN • Increased access to learning beyond the classroom e.g. additional off-site visits • Increased staffing ratios to facilitate activities and experiences • Therapeutic approach to behaviour management (Dorset STEPS) including individual roots and fruits and individual risk management plans. • Use of therapies including SaLT, OT, physio, play therapy, ELSA, and drama therapy.
<p>Impact</p> <ul style="list-style-type: none"> • Individual pupils achieve their best possible outcomes. • Pupils experience positive, pro social feelings. • Pupils display positive, pro social behaviour. • Reduction of serious incidents and incidents resulting in the use of restrictive physical intervention. • Over time, increased time spent within class with peers, participating in adult led activities.
<p>Measuring Impact</p> <ul style="list-style-type: none"> • Engagement profile • IEP MAPP assessed targets • Roots and Fruits • Risk Reduction plans • Anxiety Mapping • Individual Risk assessments • Behaviour records and scatterplots • Incident/injury/near miss records • Annual reviews • Annual reports • Parent consultations • Therapy reports

Pre-formal

Intent

- To deliver a curriculum that meets the needs of our pupils who are not yet ready for subject specific learning.
- To ensure that each individual has access to a bespoke curriculum that creates the opportunities for IEP progress
- To understand the engagement profile of our pupils and therefore increase pupils' engagement in learning and adult directed activities through play and sensory activities
- To enable pupils to lead the learning process wherever possible.
- To support pupils to develop independence and communication strategies so pupils have a voice.

Implementation

- The Pre-Formal curriculum is flexible in curriculum delivery and meets the key targets for each pupil based on their IEP and links to their EHCP's and outcomes specifically in the five key areas of Cognition and Learning, Communication and Interaction, SEMH, Physical and Sensory , and Preparation for Adulthood.
- Topic based approach providing stimulating learning experiences using a variety of approaches to support individualisation and accessibility.
- A range of approaches as informed by the engagement profile: teaching styles and lessons including sensory, experiential, exploratory, stimulating, relevant and personal.
- Intensive Interaction, Attention Autism, Total Communication, PECS, symbols, PEIC-D and signalong.
- Learning beyond the classroom including contextualised trips and visits and exploring the local community.
- Personalised learning including IEPs, EHCP's, annual reviews, individual targets, and outcomes.
- Use of therapies including SaLT, OT, physio, play therapy and drama therapy.

Impact

- Individual pupils achieve the best possible outcomes.
- Pupils demonstrate increasing engagement and participation in an increased breadth of activities.
- Pupils complete tasks independently, they show a reduced need for support in carrying out tasks, for example from another person, technology, or individualised equipment.
- Pupils are able to complete tasks with an increased level of fluency.
- Pupils are able to maintain skills, retaining competency through repetition.
- Pupils are able to generalise their skills and combine skills over time and in a range of circumstances, situations, and settings.
- Pupils develop methods of communication.
- Pupils develop a range of responses to social interactions with individuals and in groups, from resisting contact with others to tolerance, passive cooperation, and supported involvement, to enjoying social interaction and experiences.
- Pupils move from dependence on a secure or predictable routine to a greater degree of autonomy, shown by increased risk-taking and increased confidence.
- Pupils show a reduction in the frequency or severity of behaviour that inhibits attainment and an increase in more appropriate behaviour that encourages progression.
- Some Pupils progress their attainment to be able to access subject specific learning (Pre-formal Pathway).

Measuring Impact

- Engagement Profile
- IEP target MAPP Assessment
- Observations and video evidence
- Internal Moderation
- Roots and Fruits
- Behaviour record and scatterplots
- Incident/injury/near miss records
- Risk Reduction plans
- Anxiety Mapping
- Individual Risk assessments
- Annual reviews
- Annual reports
- Parent consultations
- Pupil progress meetings
- Therapy reports

Semi-formal

Intent

- To deliver a curriculum that meets the needs of our pupils who are ready for subject specific learning, and prepare them for a fulfilling and purposeful adult life.
- To enable pupils to engage with a positive learning environment, a range of curricular activities and resources.
- To ensure that each individual has access to a bespoke curriculum that creates the opportunities for IEP progress
- To understand the engagement profile of our pupils and therefore increase pupils' engagement in learning and adult directed activities
- To support pupils to develop independence and communication strategies so pupils have a voice.
- To provide opportunities for the pupils to feel part of and understand their community and wider world as well and encouraging social communication and opportunities to apply these skills in their local community.
- To support pupils to develop skills to help them successfully transition to adulthood.

Implementation

- The Semi-Formal curriculum is flexible in curriculum delivery but provides a more formal curriculum based on the national curriculum in Mathematics and Literacy.
- The Semi-Formal curriculum meets the key targets for each pupil based on their IEP and links to their EHCP's and outcomes specifically in the five key areas of Cognition and Learning, Communication and Interaction, SEMH, Physical and Sensory , and Preparation for Adulthood.
- Topic based approach providing stimulating learning experiences using a variety of approaches to support individualisation and accessibility.
- A range of approaches as informed by the engagement profile: teaching styles and lessons including sensory, experiential, exploratory, stimulating, relevant and personal.
- Intensive Interaction, Attention Autism, Total Communication, PECS, symbols, PEIC-D and signalong.

<ul style="list-style-type: none">• Learning beyond the classroom including contextualised trips and visits and exploring the local community.• Personalised learning including IEPs, EHCP’s, annual reviews, individual targets, and outcomes.• Use of therapies including SaLT, OT, physio, play therapy and drama therapy.• Work related learning at appropriate level including role play shops, life skills teaching and for older pupils’ enterprise and travel training as part of preparation for adulthood skills.• An environment with more routines and structures.
<p>Impact</p> <ul style="list-style-type: none">• Individual pupils achieve the best possible outcomes.• Pupils demonstrate increasing engagement and participation in an increased breadth of activities.• Pupils develop their early reading, writing and numeracy skills.• Pupils develop the skills needed to be effective communicators in different contexts.• Pupils develop their skills to take turns, share and co-operate with others through daily routines.• Pupils show a reduction in the frequency or severity of behaviour that inhibits attainment and an increase in more appropriate behaviour that encourages progression.• Pupils develop an understanding of everyday events, activities, and experiences.• Pupils develop the skills needed to access their community facilities such as shops, playgrounds, and cafes.• Pupils develop confidence, self-esteem, and resilience.• Pupils are able to make successful transitions to Adulthood
<p>Measuring Impact</p> <ul style="list-style-type: none">• Engagement Profile• IEP target MAPP Assessment• DOLA Assessment• Observations and video evidence• Internal Moderation• Roots and Fruits• Behaviour record and scatterplots• Incident/injury/near miss records• Risk Reduction plans• Anxiety Mapping• Individual Risk assessments• Annual reviews• Annual reports• Parent consultations• Pupil progress meetings• Therapy reports• Accreditation for KS4 and Sixth form pupils.
EYFS
<p>Intent</p> <ul style="list-style-type: none">• To deliver a curriculum which generates positive experiences for our pupils and meets the diverse learning needs of our pupils.

- To offer an environment which is creative and exciting and promotes learning.
- To encourage the children to be aware, active, and independent in their choices and their learning.
- To give children opportunities to develop a social awareness and a sense of group membership in which they may play and develop at their own pace.
- To enable the children to work and play in a curriculum that will give them the opportunity to work towards the Early Learning Goals of the Foundation Stage.
- To value and build on home and pre-school experiences, and encourage strong, supportive partnerships between home, school, and other professionals.

Implementation

- EYFS curriculum is flexible in curriculum delivery and meets the key targets for each pupil based on their IEP and links to their EHCP's and outcomes specifically in the five key areas of Cognition and Learning, Communication and Interaction, SEMH, Physical and Sensory, and Preparation for Adulthood.
- Topic based approach providing stimulating learning experiences using a variety of approaches to support individualisation and accessibility.
- A range of approaches as informed by the engagement profile: teaching styles and lessons including sensory, experiential, exploratory, stimulating, relevant and personal.
- Responding to pupils' play, ensuring time to build relationships, share in joint attention, following their interests and adding to the environment to further develop learning.
- Child initiated opportunities that enable the pupil to control the direction of the narrative of their play and meaningful leisure opportunities.
- Enabling environments that foster independence, invite pupils to engage and present stimulating resource and learning opportunities.
- Structures and routines including visual timetables, first -then, and the use of objects of reference.
- Total communication approach including signalong, PECS, PEIC-D, Attention Autism, and intensive interaction.
- Learning beyond the classroom including contextualised trips and visits and exploring the local community.
- Use of therapies including SaLT, OT, physio, and drama therapy.

Impact

- Pupils make good progress towards Early Learning goals
- Pupils are curious about the world around them.
- Pupils develop methods of communication.
- Pupils show a reduction in the frequency or severity of behaviour that inhibits attainment and an increase in more appropriate behaviour that encourages progression.
- Pupils demonstrate increasing engagement and participation in an increased breadth of activities.
- Pupils complete tasks independently, they show a reduced need for support in carrying out tasks, for example from another person, technology, or individualised equipment.
- Pupils are able to complete tasks with an increased level of fluency.
- Pupils are able to maintain skills, retaining competency through repetition.
- Pupils are able to generalise their skills and combine skills over time and in a range of circumstances, situations, and settings.

Measuring Impact

- Engagement Profile
- Observation recordings
- Early years profile
- IEP target MAPP Assessment
- Observations and video evidence
- Internal Moderation
- Roots and Fruits
- Behaviour record and scatterplots
- Incident/injury/near miss records
- Risk Reduction plans
- Anxiety Mapping
- Individual Risk assessments
- Annual reviews
- Annual reports
- Parent consultations
- Pupil progress meetings
- Therapy reports

Recovery Curriculum:

Pupils have been through significant difficulties in the past 2 years, throughout the COVID pandemic. The impact is considerable and the effects continue into this year. Children have suffered loss during this time, and the potential anxiety and trauma it has caused may have a significant impact on their ability to learn effectively.

Our healthy recovery curriculum will be based on the following five areas:

Relationships – Friendships and relationships in schools may need time and support invested in them to help them be restored.

Community - Classes and the whole school have not worked together for a long time, and many activities they once did will now face changes to meet certain guidelines like social distancing. The focus needs to be building a sense of community within their classroom and the school.

Managing feelings and emotions - Many students will have isolated at home, there may have been a wide variety of experiences for individual pupils. Some children may take more time to readjust, and others may need help rebuilding their confidence. We will help support students in rebuilding their confidence through class activities, and intervention such as drama therapy and ELSA.

Physical health and wellbeing – Many pupils have been isolated at home and have not had access to community activities to support their physical health and wellbeing. Physical health needs to be a priority to support mental health.

Achievement and Enjoyment – Changes to the school, absence, and a lack of continuity have limited the achievements pupils will have had in school and this has an impact on their enjoyment. Many pupils will be anxious and have lost the confidence in routines. It is important to build these routines in.

Topic based learning:

3 Year Topic Overview Example

Autumn Term	Spring Term	Summer Term
Celebrations & Festivals	All Around the World	Shops, Food & Farming
Literacy: Non-fiction & Fiction Numeracy SSM: PHSCE: Self-Awareness/ Managing Feelings Science: Describing & Sorting Materials History/Geography: Celebrations around the world Arts: making cards, festival music RE/British Values: Advent, Christmas (C), Diwali(H) Rosh Hashanah, Yom Kippur, Sukkot & Hannukah (J) Guru Nanaks Birthday Halloween, Bonfire night, Armistice /Remembrance Day, St Andrew's Day, Children in Need, Jeans for Genes Day, Macmillan Coffee morning	Literacy: Poetry/Postcards Numeracy SSM: PHSCE: The World I Live In/Healthy Lifestyles Science: Habitats History/Geography: Maps and comparing countries Arts: Traditional art forms and music from around the world RE/British Values: Epiphany, Lent, Easter, Holi (H) Chinese New Year, Parinirvana Day (B) Purim (J) Pesach (J) Baisakhi (S) Ramadan (I), holocaust memorial Day. St Valentines' Day, Shrove Tuesday, Queen's Birthday, St David's Day, St George's Day, St Patrick's Day, Mothering Sunday World Book Day, Sport/Comic Relief	Literacy: Non-fiction & fiction Numeracy SSM: PHSCE: Changing & Growing/ Self-Care, Support and Safety Science: Plants and Animals/lifecycles History/Geography: Land Use Arts: Art from nature – Andy Galsworthy RE/British Values: Ascension Day, Pentecost, Wesak (B) Dharma Day (B) Shavuot (J) Eid-Al Fitr (I) Eid-Al-Adha (I) Fathers Day Midsummer Day, Armed Forces Day,
Machines & Transport	Rainforests	Seaside
Literacy: Non-fiction & Fiction Numeracy SSM: PHSCE: Self-Awareness/ Managing Feelings Science: Forces/Electricity & Magnetism History/Geography: History of transport & key machines in history Arts: Art/DT using recycled materials RE/British Values: Advent, Christmas (C), Diwali(H) Rosh Hashanah, Yom Kippur, Sukkot & Hannukah (J) Guru Nanaks Birthday Halloween, Bonfire night, Armistice /Remembrance Day, St Andrew's Day, Children in Need, Jeans for Genes Day, Macmillan Coffee morning	Literacy: Poetry & Songs Numeracy SSM: PHSCE: The World I Live In/Healthy Lifestyles Science: Minibeasts & classification History/Geography: Land use & protecting the environment/habitats Arts: Collage/textiles/Henri Rousseau RE/British Values: Epiphany, Lent, Easter, Holi (H) Chinese New Year, Parinirvana Day (B) Purim (J) Pesach (J) Baisakhi (S) Ramadan (I) holocaust memorial Day. St Valentines' Day, Shrove Tuesday, Queen's Birthday, St David's Day, St George's Day, St Patrick's Day, Mothering Sunday World Book Day, Sport/Comic Relief	Literacy: Fiction & Postcards Numeracy SSM: PHSCE: Changing & Growing/ Self-Care, Support and Safety Science: Weather History/Geography: How the seaside has changed Arts: DT making boats/sand sculpture RE/British Values: Ascension Day, Pentecost, Wesak (B) Dharma Day (B) Shavuot (J) Eid-Al Fitr (I) Eid-Al-Adha (I) Fathers Day Midsummer Day, Armed Forces Day,
Space	Traditional Tales	Dinosaurs & the Jurassic Coast
Literacy: Non-fiction & Fiction Numeracy SSM: PHSCE: Self-Awareness/ Managing Feelings Science: Space/Light & Sound History/Geography: The history of space travel Arts: DT Paper Mache Planets RE/British Values: Advent, Christmas (C), Diwali(H) Rosh Hashanah, Yom Kippur, Sukkot & Hannukah (J) Guru Nanaks Birthday Halloween, Bonfire night, Armistice /Remembrance Day, St Andrew's Day, Children in Need, Jeans for Genes Day, Macmillan Coffee morning	Literacy: Fiction Numeracy SSM: PHSCE: The World I Live In/Healthy Lifestyles Science: Human body History/Geography: Setting Arts: IT/DT Animation/Moving books RE/British Values: Epiphany, Lent, Easter, Holi (H) Chinese New Year, Parinirvana Day (B) Purim (J) Pesach (J) Baisakhi (S) Ramadan (I) holocaust memorial Day. St Valentines' Day, Shrove Tuesday, Queen's Birthday, St David's Day, St George's Day, St Patrick's Day, Mothering Sunday World Book Day, Sport/Comic Relief	Literacy: Non-fiction & Fiction Numeracy SSM: PHSCE: Changing & Growing/ Self-Care, Support and Safety Science: Changing Materials & Suitability History/Geography: History of the earth and geology Arts: Clay work RE/British Values: Ascension Day, Pentecost, Wesak (B) Dharma Day (B) Shavuot (J) Eid-Al Fitr (I) Eid-Al-Adha (I) Fathers Day Midsummer Day, Armed Forces Day,

Individual Topic plans (example)

Topic	Year	Term	
Literacy			
Communication			
Reading			
Wrting			
Numeracy			
Number			
Shape Space and Measure			
Science			
Materials Changes Physical Changes Living Processes		Scientific Enquiry	
PHSCE			
Self Awareness (T1) Managing Feelings (T2) The World I live in (T3) Healthy Lifestyles (T4) Changing & Growing (T5) Self care, support & safety (T6)			
History			
Geography			
Art	DT		
RE			
IT			
Music			

Numeracy

Aims:

- Provide meaningful experiences which reflect the programme of study at a level which is appropriate to the ability of the pupils
- Plan and teach numeracy in an enjoyable and meaningful way.
- Introduce mathematical concepts through practical experiences.
- Provide pupils with the opportunities to use their mathematical knowledge in everyday life.
- Develop an ability to recognise and predict changes in amounts and patterns in their immediate environment.
- To develop confidence and understanding of the numbers and the number system.
- Develop logical thinking and problem solving skills which can be used in all aspects of daily life
- Develop practical and functional understanding of the way in which information is gathered and presented.
- Explore the features of shape and space and develop measuring skills in a range of contexts.

Curriculum organisation, Planning and Assessment:

Numeracy is central to everyday life and many of the practical day-to-day activities which we undertake. Following the Rochford Report we have since revised and adapted our scheme of work and assessment outcomes to reflect the Pre Key Stage Standards, the needs of our students and the potential practical application of the skills to be taught.

Numeracy is taught and reinforced within each of the classes within school and through a variety of activities within the wider community through whole class teaching, paired or small group work and on an individual basis as appropriate to the needs of the pupils and the topics being taught. The following emphases are placed on specific Key Stages.

Numeracy is assessed based on the Pupil pathway (MAPP Based IEP & DOLA – based on pre-key stage standards)

EYFS

Planning for Mathematical development is done in relation to the Early Learning Goals “Problem solving, reasoning and numerical development” strand. The majority of learning in the foundation stage happens through structured play and exploration.

We recognise the importance of play in the development of early learning. For Pupils at the foundation stage it is relevant to draw on materials from the *Early Years Foundation Stage Framework*.

Pre-formal/Primary

We recognise the importance of play and exploration in the development of Mathematical learning across the school. Teachers are encouraged to develop learning activities that are fun and engaging and use pupils’ interests. Teachers use the engagement profile to create targets that support the

engagement in numeracy. Teachers are also encouraged to present Mathematical learning in real life contexts that help pupils to connect their learning with day to day life.

Concrete resources such as numicon will be used to develop understanding of new mathematical number concepts at levels appropriate to individual pupils. It can be used for sensory and explorative play and more formal learning.

Semi-formal/Secondary

As pupils progress through the Secondary department work related learning and independence skills become increasingly important parts of their curriculum. It is important that teachers make explicit connections between Mathematics and working life and independence wherever possible. Concrete resources such as numicon will be used to develop understanding of new mathematical number concepts at levels appropriate to individual pupils. Assessment is based on pre-key stage standards using our own DOLA assessment tool.

Playing numeracy based board games will also be used to embed and generalise skills. This is also used to enhance leisure time activities.

Those children working at National Curriculum Level one or above will have the opportunity to take the AQA Entry Level Maths examinations which rely on both externally and/or internally set work and which are externally moderated.

6th Form

Mathematical learning in the 6th form is developed through a functional skills programme. There continues to be a strong emphasis on promoting an awareness of the importance of Mathematics, particularly the areas of number, time and money. Pupils working on MAPP targets will continue to follow a more individualised and, where appropriate, sensory curriculum. Pupils working within the Pre-Key Stage Standards work towards OCR qualifications which focus on life skills and which contain units which include the practical application of numeracy.

Communication

Total communication is a philosophy that enables students to access the curriculum and to succeed in all areas of life. At Wyvern Academy we aim to provide total communication. This means that pupils and staff are encouraged to use every available form of communication, with a particular emphasis on what is relevant to individuals.

Communication is central to the individual's psychological, social, emotional and cognitive development. It is through communication that a child learns and develops.

Total Communication and Alternative Augmentative Communication (AAC) methods include the following modalities:

- AAC 1 word level. This may be via pictures, symbols or objects, dynamic screen displays.
- AAC phrase / sentence. Also as above
- facial expression
- Eye-point. Including informal adult-facilitated choices, e-tran frames and eye-gaze technology.
- Eye contact. As distinct from eye pointing.
- body movements

- Enhanced Natural Gestures (ENG). Including idiosyncratic movements.
- Vocalisation – sound/ word
- objects of reference
- Signalong signing
- Communicate in Print Symbols
- PECS/symbol books
- communication software, in particular Proloquo2Go which runs on iOS devices such as iPads
- communication passports for children with PMLD and ASD
- Social sight vocabulary

AAC is understood to mean “any method of communicating that can supplement the ordinary method of speech where this is impaired”.

We aim to:

- give every pupil the right to have an effective means of communication regardless of their disability
- empower pupils to make choices and exert control over the environment
- ensure carefully managed transition throughout the school and at key stages of transition to other placements
- ensure continuity of provision throughout all classes and departments within school
- keep informed of developments in the rapidly changing field of AAC, in particular ICT-based AAC
- actively foster a total communication environment giving equal status to all methods of communication
- When possible, to enable pupils to be responsible for determining their preferred method of communication
- provide motivating situations in which pupils can develop their language skills using total communication in meaningful, functional and enjoyable ways both to effect social interaction and to access the curriculum
- provide effective training both accredited and informal in all aspects of total communication
- provide effective, high quality and multidisciplinary input
- inform the wider community to the value of total communication to those with speech difficulties
- work in partnership with parents/carers
- provide opportunities for interaction with other aided speakers through effective class groupings and the creation of user groups
- monitor and review the effectiveness of this policy

We provide:

- Multidisciplinary input at a variety of levels, initial assessment, ongoing assessment, target setting, report writing and evaluation
- Initial training for all teachers in PECS, PEIC-D, Signalong
- Opportunities for all staff to attend in-house training, workshops, communication aid meetings etc.
- Training days to extend staff skills in a variety of communication methods.

- Access to technical services and appropriate support

ASSESSMENT

Each pupil's communication needs are to be detailed in their IEP and should be reviewed regularly. If it is appropriate that a pupil has some form of AAC, the Speech and Language therapist, in conjunction with multidisciplinary team help will create SALT targets and planning.

OBJECTS OF REFERENCE

An object of reference is an object acting as a cue that will be presented to the young person in order to indicate the start of a forthcoming activity, to make choices or sequence events of the day.

Objects of reference are used for those pupils who are at the earliest stages of communication or who have visual impairment or for those for whom an object is more motivating than other communication systems.

Some Objects of Reference are standardised across the school, e.g. soft play and the sensory room. However, where there is a need for an individual referent, (e.g. "dinner" for a child who is tube-fed) then this will individually deployed for that child. Objects of Reference are to be used only as communication aids and not as part of general classroom equipment.

Wyvern Academy is a signing environment.

SIGNALONG is to be used as the predominant signing method. If a sign is required that is not present in the Signalong vocabulary an alternative should be used taken from the British Sign Language vocabulary. Signing is to be used for Key Words and sentence structure should follow the normal pattern for English grammar. All signing is to be supported by speech. Staff are encouraged to attend regular training sessions to improve and update their skills. Parents will receive opportunities to attend training events.

TASSLES

SYMBOLS

Symbols should be used to support learning in all areas of the curriculum, not only in speaking and listening.

School computers have Communicate in Print (previously Widgit) available on them.

Some pupils require alternative symbol systems to ensure compatibility with their communication aids.

SPEECH OUTPUT DEVICES (e.g. Big Macs, Eyegaze, iPad)

- Pupils who require Speech Output Devices are offered one to one teaching support on a regular basis.
- Appropriate devices are generally selected by the speech therapist, following a multi-disciplinary assessment. Requests for funding should be made to the relevant authorities via the speech therapist.
- Before the aid is introduced to a pupil the class team will receive training covering basic maintenance of the machine, to be provided by the AAC representative in liaison with the speech therapist.

- If further training is required the speech therapist will work alongside the pupil's class team.
- Programming and choice and inclusion of new vocabulary is in the first instance to be carried out by the SALT in liaison with class teacher, parents and pupils. After training the speech therapist assistant and pupil's parents/carers may programme the devices. The AAC co-ordinator for each class team is also expected to be conversant with the operation of all AAC devices.

Speech Output Devices should be available to pupils at all times during the school day.

- Inappropriate responses should be dealt with in the same way as any other pupil speaking out of turn.
- Speech Output Devices may be taken home and this should be encouraged. Insurance arrangements should be in place for equipment in all circumstances.
- It is recognised that pupils who use Speech Output Devices require opportunities to interact with other aided speakers. Where possible class groupings will take account of this. Additionally pupils will be encouraged to attend meetings with other aided speakers on a regular basis.
- Staff should familiarise themselves on a regular basis with the new vocabulary included on the machine in order to ensure that they are asking relevant questions.
- Where possible, pupils should be encouraged to take the responsibility for using their aids.

EQUALITY OF OPPORTUNITY

The school regards AAC as having similar status to speech. It is the fundamental right of pupils for their appropriate AAC equipment to be used in all appropriate situations throughout the day to supplement the use of spoken language.

Literacy

Aims

At Wyvern Academy we aim to equip pupils with functional literacy skills which will enable them to communicate effectively and to develop reading and writing skills which are necessary for them to become as independent as possible within school and the wider community.

Objectives

Through the teaching of speaking and listening, to:

- develop language skills through a variety of strategies
- give all pupils a means in which to communicate needs and make choices
- create an environment where pupils participate as active listeners, take turns and respect each other's means of communication

Through the teaching of reading, to:

- provide an environment that will foster pupil's enthusiasm for reading and a love of books, which will stay with them for life
- provide the necessary functional literacy skills to become as independent as possible within the wider community

- teach the skills of reading
- communicate socially via text, email and other forms of social media platforms

Through the teaching of writing, to:

- create a literacy environment where pupils' writing is valued and encourage enthusiasm for writing
- support the pupils' emerging mark making and writing, with opportunities to write for different purposes and different audiences
- To use ICT to supplement/replace hand writing for pupils where it meets their needs
- communicate socially via text, email and other forms of social media platforms
- enable pupils to produce own signature

Organisation of Teaching and Learning

Literacy is central to everyday life and many of the practical day-to-day activities which we undertake. Following the Rochford Report we have since revised and adapted our scheme of work and assessment outcomes to reflect the Pre Key Stage Standards, the needs of our students and the potential practical application of the skills to be taught.

Literacy is taught and reinforced within each of the classes within school and through a variety of activities within the wider community through whole class teaching, paired or small group work and on an individual basis as appropriate to the needs of the pupils and the topics being taught. The following emphases are placed on specific Key Stages.

Literacy is assessed based on the Pupil pathway (MAPP Based IEP & DOLA – based on pre-key stage standards)

Where a phonics route can be productive, it is used by teachers.

EYFS

Communication and language is part of the prime area of learning. This is where each child's individual communication and language skills are developed using a total communication system including use of PECS, signing, eye pointing and visual clues. Language is developed as part of a play based curriculum and may incorporate PEIC'D and attention autism depending on the communication and learning needs of each child. Listening and understanding are developed through storytelling and the use of simple instructions. Literacy is one of the specific areas of learning. Reading, letters and sounds are introduced as part of the Early Years curriculum. Sensory stories are used to enhance the children's experiences of stories and TAC PAC is used as a sensory, tactile therapy session through music.

Pre-formal/Primary

We recognise the importance of play and exploration in the development of literacy learning across the school. As in EYFS this is developed using the play curriculum (as above). Teachers are encouraged to develop learning activities that are fun and engaging. Teachers use the engagement profile to create targets that support the engagement in literacy. Teachers are also encouraged to present literacy learning in real life contexts that help pupils to connect their learning with day to day life. Pupils are assessed using MAPP based IEP targets.

Semi-formal/Secondary

Teachers use learning objectives to plan a range of activities, experiences and opportunities that include the specific teaching of appropriate developmental skills, informed by assessment and monitoring of the needs of the individual within each group. A variety of teaching styles are used, such as whole-class teaching, small group work and individual teaching, in the recognition that a balance of all these methods is necessary to enable the pupils to develop a variety of literacy skills. Pupils are encouraged to work as independently as possible in some activities and also are taught to work in pairs or small groups developing co-operative skills as well as language skills.

We spend extra time on specific aspects of Literacy and communication teaching. We are using the 'Letters and Sounds' approach to the teaching of phonics, Drama and creative writing. Where appropriate we use aspects of the 'Derbyshire Language Scheme' to develop receptive and expressive language skills. We also use PEIC-D strategies to develop very early communication skills. Computers, ActiveInspire on the interactive whiteboards, and iPads are used to enhance pupil's experience of mark making, letter writing, reading and creating stories. We recognise the importance of language skills in the teaching and learning of all subjects and consequently we make cross-curricular links where appropriate, which is shown in teacher's planning.

Speaking and Listening

There are opportunities for speaking and listening activities, both linked to the teaching of reading and writing and in other curriculum areas. Teachers' plan a range of situations in which this is part of the learning process and children can develop and improve their skills for different purposes and audiences.

Some of these include:

- responding to teachers' questions
- following simple instructions
- taking part in class discussion
- group activities such as Derbyshire language sessions, Sulp groups
- 'Communication Group' led by SALT in school
- paired activities
- reading to others, paired and group reading
- discussing first hand experiences or observations
- listening to music and literature
- circle time in PSHE
- social times within the classroom and when out in the community i.e. snack time or going to a shop, café or restaurant

Children are encouraged to use language effectively and are introduced to specialist language support where appropriate. They are given the opportunities to acquire the confidence to develop their preferred means of communication with a wide range of audiences.

Drama

Opportunities for drama activities such as role-play, telling stories and performing in front of an audience, are planned in the Literacy curriculum to take place as part of the literacy sessions or during other times used for language teaching. We use the 'Story Making' approach during literacy

sessions to enhance this and also during our cultural weeks. They may also be planned in connection with work in other subject areas e.g. PSHE or music.

Reading

We aim to promote reading in as many ways as possible if we are to give pupils the range of experiences and opportunities that will interest and engage all pupils.

We do this in various ways:

- Teaching reading skills through the use of 'Letters and Sounds'
- Using reading schemes where appropriate. Rhino reading scheme, Oxford Reading Tree and Wellington Square
- Bag Books
- Using the 'See and Learn' Approach
- Creating our own multi-sensory texts using a range of media including ICT equipment, switches, light and dark room equipment, objects, music, drama, sensory room which will engage pupils and develop a literacy knowledge and understanding.
- Encouraging the sharing of literature and books. This may include listening to a taped story, reading in pairs or guided reading sessions, browsing through books and/or magazines or talking stories on the computer or iPad.
- Creating a positive reading environment. Creating reading areas within classrooms where book collections are kept. Pupils can browse or read there and teachers try to make these as welcoming as possible and may provide cushions or chairs.
- Using the iPad to read interactive books and to create books and stories
- Use of social sight vocabulary
- Developing reading for meaning/information e.g. menus, timetables, and diaries

We aim to provide a good range of age-appropriate reading. The range should include some of the following:

challenging age-appropriate subject matter	books with a variety of structural and organisation features	picture books	multi-sensory books
multi-sensory stories in the sensory room	photographic books	class books	texts from different cultures
myths, legends and traditional tales	poetry	significant children's authors	familiar stories and easy reads
teenage fiction	magazines, newspapers and leaflets	interactive books on the iPad	non-fiction texts

We promote different reading experiences by:

- teachers reading to classes
- adult reading as a model
- tape/CD stories with books
- class storybooks
- teachers and pupils reading poems or parts of stories to the class

- watching stories on video
- discussing books and their reading with pupils
- reading for information
- using ICT to promote reading
- labels and recipes
- social sight vocabulary when out in the community
- books on the iPad
- 'Bag books' – sensory and interactive story boards

Writing

The Literacy Scheme of Work ensures different structures, themes and purposes for writing are met through text work and pupils are given opportunities to follow these in writing activities.

The computer, iPad and ICT equipment play an important role in development writing skills for pupils at Wyvern as many have poor fine motor skills.

We encourage good quality writing by:

- valuing all forms of writing and mark making
- providing IEP targets for individual pupils
- modelling different types of writing e.g. description, opening of a story, poems and factual writing
- the provision of opportunities to participate in group writing through the use of object, symbols and simple words
- encouraging the use of dictionaries and word banks
- using a variety of word processing programmes, including writing with symbols, which are used as tools for writing activities
- specific writing programmes on the iPad to develop fine motor skills and creative writing

Spelling

Spelling skills are only relevant to pupils who have reached level one of the National Curriculum. We start from the high frequency list from the Literacy Strategy. When a pupil has reached this level they are given plenty of opportunities to practice spelling within literacy sessions and if appropriate spellings are sent home for homework.

We encourage good spelling by teaching children to:

- use word lists, word banks and words around the classroom to support their writing
- use the look, cover, write and check method of learning to spell
- collect their own personal bank of spellings in their vocabulary books thus enabling them to use and learn words that they find difficult
- recognising that some children can learn to spell phonetically and others by word recognition only and teach accordingly

Handwriting and Presentation

We aim to teach pupils to write clearly formed letters through their own bespoke programme. We use the comic sans font when using the computer pupil writing purposes

Pupils should be encouraged to see a variety of handwriting styles around the school i.e. upper case, lower case, different fonts and different form of hand-written writing.

Equal Opportunities

All pupils are entitled to have equal access to the literacy curriculum and we organise the teaching and learning accordingly by the way we differentiate work to suit individual needs. The management and renewal of resources, particularly reading materials, is carried out with the aim of ensuring that all pupils have equal access to reading books. All classes have digital cameras and an iPad, which are crucial to the development of good quality literacy materials.

Preparation for Adulthood (PSHE and RSHE)

RSHE & PSHE

RSHE is covered by its own Policy (Wyvern RSHE Policy).

From the statutory guidance for 'Relationships Education, Relationship and Sex Education and Health Education Guidance' - DfE 2021, all pupils should have an awareness of:

Menat wellbeing	Internet safety and harms	Physical health and fitness	Healthy eating	Drugs/Alcohol and tobacco	Health and prevention	Basic first aid	Changing adolescent body
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RSHE is incorporated into the **PSHE framework**:

Community	Right and Wrong	Self awareness and Voice	RSE Growing and changing	Keeping safe	Healthy Lifestyles	Relationships	Managing Feelings	Citizenship
Getting help (emergency services) Services for health and wellbeing (doctors, dentist...) Community participation	Choices and consequences Rights and responsibilities Anti-bullying	Describing ourselves Our family and friends Student Voice	Private and Public Understanding our bodies Growing up and changes Good relationships	E-safety Hazards in our home and locality Road safety and using transport Friends and strangers My Money	Eating Hygiene First aid Exercise Socialising Sleep Drugs(incl alcohol and tobacco)	Living with Others Getting on and falling out Meeting People Good relationships	Good to be me Going for goals Identifying feelings Regulation	Cultural awareness Participation Jobs people do My Career Work Experience Looking after our environment