

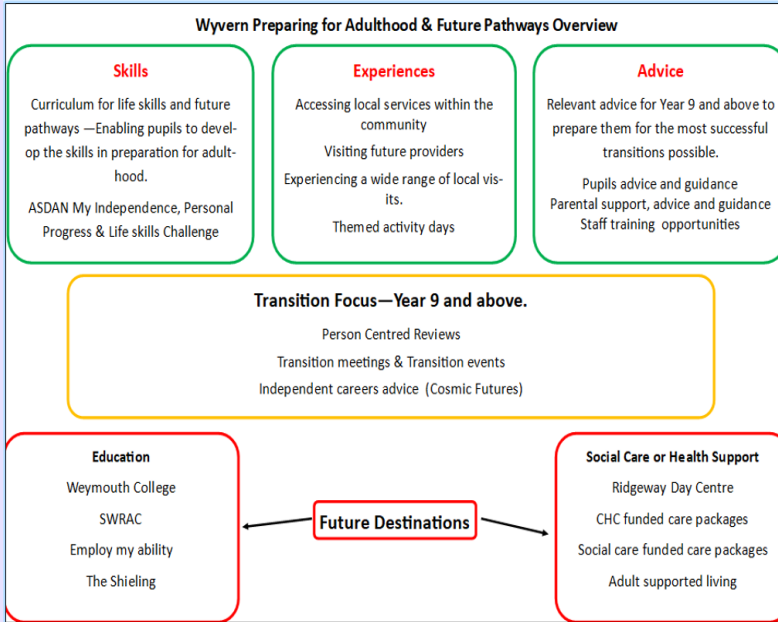
Wyvern Curriculum Overview

		The Wyvern Curriculum aims to enable all of our students to become					
INTENT <i>What are we trying to achieve?</i>	Curriculum aims	Successful learners Who have developed the knowledge and skills to be able to succeed in achieving inspirational and challenging goals	Confident Individuals Who feel confident, safe, happy, and independent, respected, and treat others with respect. Who have had the experiences and relationships that lead towards their goals		Responsible Citizens Who nurture a sense of wonder about the world, feel included, and who have a sense of belonging.		
	Focus for Learning	Engagement Nurture, life-skills, Structures and Systems	Skills Communication and Literacy, numeracy, physical, life-skills		Knowledge and Understanding Humanities, science, RE, creativity, cultural awareness		
The strands and organisation of the Curriculum							
IMPLEMENTATION <i>How do we organise learning at Wyvern?</i>	EHCP Strands	Cognition and Learning		Communication and Interaction	Social and Emotional Health	Sensory/Physical needs	
	Subject Areas	Progression Curriculum Organisation and Progression 			Pathways 		
	Components	Pre Subject Specific Range – precursors to the Pre Key stage standards. P1i, P1ii, P2i, P2ii, P3i, P3ii Birth to 12 months, 12 – 18 months PK1, PK2, PK3, PK4, PK5, PK6 P4, P5, P6, P7, P8, 1C, 1B, 1A, 2C 18 – 24 months, 24 – 36 months, 36 to 48 months, 48 to 60 months		Nurture* Nurture based intervention based on safety and engagement Pupil led curriculum based on interests Bespoke IEP targets Nurture		EYFS Communication and Language (Communication and Early Literacy Skill) Physical Development (Physical development Curriculum) PSED (Nurture*) Literacy (Communication and Early Literacy Skill) Mathematics (Early Maths Skills) Understanding the World TOPIC BASED engagement activities Expressive Arts and Design TOPIC BASED engagement activities	
	Focused Strategies	Communication and Early Literacy Skills Literacy (C&L, C&I) Humanities (C&L) RE (C&L, SEMH) Creative Arts (Music and Art) (SEMH, S&P)		Pre-Formal Bespoke Engagement curriculum (IEP based) Communication and Early Literacy Skills Early Maths Skills Structures and Systems Nurture* TOPIC BASED engagement activities based on 3 year cycle including Expressive arts (Art/Music) and Humanities (RE/British values/Geography/History/Science/ SMSC) Physical development Curriculum Lifeskills (Preparation for adulthood and PSHE)		Semi-Formal Bespoke curriculum (IEP based) Literacy Curriculum Mathematics Curriculum Structures and Systems Nurture* TOPIC BASED 3 year cycle including Expressive arts (Art/Music) and Humanities (RE/British values/Geography/History/Science/ SMSC) Physical development Curriculum Lifeskills (Preparation for adulthood and PSHE)	
		Early Maths Skills Numeracy (C&L) Science (C&L)		Structure and Systems (C&I, SEMH) Nurture (C&I, SEMH)		Physical development (PE, MOVE) (Physical development, S&P) Life-skills (Future Pathways, RSE, PSHE, ICT) (C&L, SEMH)	
		What is a pathway? This helps to identify the curriculum needed for a pupil. Progress is not linear and so pupils will broadly fit into one of these pathways. They may be in a combination : e.g. Pupil working at pre-subject specific range but with significant barriers to engagement and needs a focus on nurture e.g. Pupil working at pre-subject specific range for communication but with numeracy skills at PKS2.					
	Therapeutic Curriculum	Provision and Lessons	Routines & SaLT	PfA	Events	Experiential Curriculum MOVE/PE	
	Pupil and Parent Support Interventions and Personalised programmes Focus on Wellbeing ELSA/Drama and Music Therapy	A range of approaches to consolidate learning and engagement EYFS, pre-formal, Semi- formal, nurture pathways. Approach to reduce prompting.	Attention Autism, Total communication approach Use of schedules & routines to encourage security and enable learning	Opportunities for spiritual, moral, social, cultural, emotional, intellectual and physical development. Assemblies. Ed Visits School Council and Celebrations 'Jam with Sam'/Open Orchestra	Opportunities for development of skills in the classroom and learning beyond the school in the wider community Rebound therapy/sensory diets Forest school/MOVE/hydrotherapy		

To ensure learning and teaching is effective and that students feel a sense of achievement

IMPACT
How well are we achieving our aims?

Preparation for Adulthood pathway to destinations



Progression tools are used to support planning and assessment

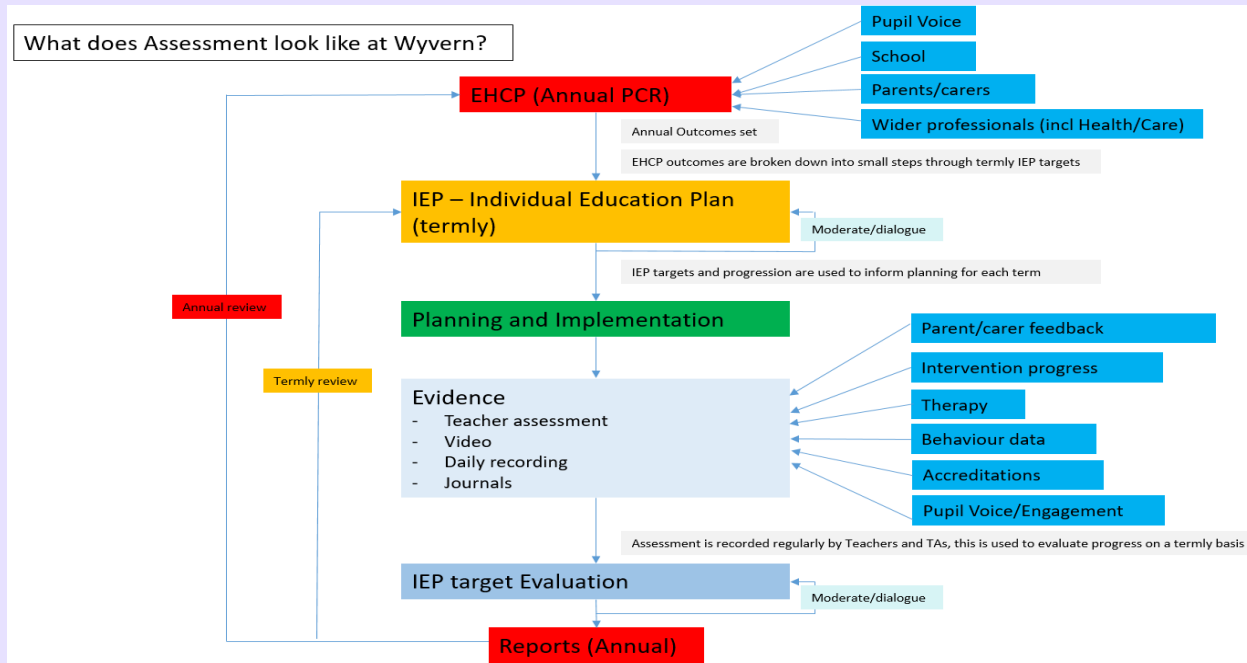
Pre Subject Specific Range – precursors to the Pre Key stage standards.

P1i		P1ii		P2i		P2ii		P3i		P3ii	
Birth to 11 months				8 – 20 months				16 to 26 months			
Encounter, may be passive/resistant, may show reflex responses. Participation fully prompted.		Emerging awareness, periods of alertness, intermittent/inconsistent reactions/responses.		Beginning to respond consistently to familiar people, events, objects. Reactions observed, may begin to show interest, accept co-active exploration		Begin to be proactive in interactions. Communicate consistent preferences. Recognise familiar people/events/activities. Perform simple actions and remember learnt responses over time.		Begin to communicate intentionally. Seek attention through eye contact, request (e.g. by pointing) Participate with less support, focus for short periods, explore in more complex ways and observe results of own actions.		Use emerging conventional communication, greet people, may initiate interactions, remember learnt responses over increasing periods, may respond to simple choices with actions or gestures, e.g. nod/shake head.	
1 PKS S1	2 PKS S1	3 PKS S2	4 PKS S3	5 PKS S4	6 PKS S5						
Cause and effect											
No established interests—		Pupil shows awareness of (withdrawal/still/activity) in relation to supported sensory explorations.		Accepts co-active exploration of switches play or cause and effect play activities e.g. tower building/ knocking down.		Shows more consistent reactions within cause and effect play.		Shows more proactive involvement in supported cause and effect play.		Contingency responding – Cause... Performs actions to see/ experience the outcome.	
								Contingency awareness – cause and effect. Play and activity conveys an understanding that know actions produce known results.		Maths – shape, space, measure (geometry)	

Assessment tools

Assessment methods

Accountability Measures



- Attainment and improved standards
- Behaviour and attendance
- Being part of a wider community
- Healthy lifestyle choices
- Gaining awards and qualifications
- Successful destinations