

## **Curriculum of Intent**

### **Pre Sandgate Steps**

Sandgate School is an all-through school for pupils with severe learning difficulties and complex needs. Many of our pupils have ASD and many are pre-verbal. Our specialism is teaching and learning of young people with learning disabilities and we aim to help our pupils to go on to live enjoyable and fruitful lives. Our Creative Curriculum incorporates the key elements that we believe are most important for our students to learn and experience during their time with us: the skills that will be most important to them in adulthood.

Communication is the key development strand at Sandgate School and broadly refers to the teaching and learning within the strands of 'reading', 'communication' and 'writing'. We adopt a holistic and creative approach in delivering these strands, with an underlying emphasis on fostering the development of children's communication skills. Literacy at early development is focused on supporting the fundamental building blocks to early communication. For many of our children who are pre-text readers, this means learning to read symbols, gestures and signs and link them to meaning, developing an appreciation for rhythm and tone of words, while some of our children benefit from phonics training. This area of the curriculum offers a breadth of stimulating literacy experiences that aim to capture and sustain children's curiosity and interest, develop their comprehension skills and nurture the capacity for symbolic and imaginative thinking. High quality text and genres are used to support learning and promote a love of stories and books. The key is to provide pupils with the most vital skills of being able to understand and be understood.

Subjects provide the interesting and enriching vehicles through which to deliver skills learning, thus the key learning points are threaded through all subjects as is communication. Most of our students have sensory needs (of a wide variety) and all of our students need their learning delivered as a series of very small steps with a good deal of repetition to ensure embeddedness. Our pupils have unique ways of working and learning and their journey may be 'spikey' or intermittent as they tackle the skills-based learning, but we want to ensure that, no matter how long their journey, it is an interesting one and that repetition of skills does not mean repetition of subject material.

#### **When planning our Thematic Curriculum, we considered the following:**

- Personalised vs Breadth
- Knowledge vs Skill
- Progress for Life vs Progress against the Curriculum
- Meaningful assessment that actually explains and describes: an end to below expectations

**Intent:**

The EYFS curriculum at Sandgate School is focused on the whole vision of 'Achievement For All'. To fulfil the vision, we aim to develop every child's personality, abilities and talents to the full, to be the best they can be, through individual pathways, we offer a route through school that strives towards all pupils' experiencing and enjoying learning at a level appropriate for them, allowing them to access the key elements from the EYFS Framework. Knowledge retention in respect of 'facts' is not the most significant part of our Intention. Each area of the EYFS framework is supported by sequences of learning, which supports small step skills progress and component knowledge.

Achievement for All			
<p style="text-align: center;"><b>Individual</b></p> <p>Each student has a documented personal pathway through their school career at Sandgate School that provides a rich, warm and fulfilling learning environment. We rate the progress that young people make through their EHCP with equal weight to their academic progress.</p>	<p style="text-align: center;"><b>Communication</b></p> <p>We believe that communication underpins all areas of learning and development and strive to ensure each learning opportunity is engaging and empowering to allowing pupils to move through the Sandgate Communication Ladder with the view to embedding knowledge in real life situation, ranging from visiting a shop in EYFS to engaging in work experience in 6<sup>th</sup> form</p>	<p style="text-align: center;"><b>Curriculum</b></p> <p>We focus on delivering a skills rich curriculum, delivered creativity and supported with a fun and engaging ranching timetable. Our themed curriculum approach is supported by quality texts and linked activities, which help children to be inquisitive in the world around them.</p>	<p style="text-align: center;"><b>Community</b></p> <p>In Sandgate, outdoor learning means to learn in an environment outside of the classroom. Outdoor learning takes place in and around Kendal and far afield to offer a rich learning environment and hands on experiences that offer value to our varied curriculum. We firmly believe that if you provide a range of environments in which a student can learn a skill and perform, the likelihood of learning becoming truly embedded is greatly increased.</p>

**Implementation**

We strive to provide a broad and balanced curriculum which is ambitious and challenging, based on developmental milestones set out in the Birth to Five Matters (Differentiated). We have a three year rolling cycle, with each year's long term overview outlining overarching aims to ensure coverage of the EYFS Framework. The yearly overview supports the focus for each ½ terms Sandgate Theme documents.

**Sandgate Pedagogy:**

The EYFS class at Sandgate plan and implement learning against Sandgate Pedagogy approach, observing and baselining with teacher led assessment and The Reception Baseline. Keyworkers baseline their pupils with support of observation, team discussion to make a best-fit judgement. Learning is then supported through sequences of learning to support progression through ranges.

**Sandgate Theme:**

Key learning has been outlined across each term and these steps are used to inform and deliver a rich and engaging topic led themed curriculum. Each theme is supported with a key, age appropriate text and a range of other supporting topic texts. Each ½ term's theme considers the learning needs of the current cohort, whilst keeping an interesting and vibrant creative topic led learning approach, including exciting learning activities outside of the classroom.

**Sandgate Pre-steps (Catbells/Bessy Boot)**

Sandgate Pre-Steps EYFS assessment tool is informed by the Birth to 5 Maters (Bristol/Differentiated) assessment tool. The age and stage ranges outlined in this document, overlap because these are not fixed age boundaries but suggest a typical range of development. Planning towards progression for each individual is supported by Sandgate sequences of learning, which supports small component knowledge of each sequence. At the end of EYFS, pupils are triaged into a pathway of learning that will support their needs and growth as they move into KS1 (Lakes, Seas, Meadows).

**Sandgate Sequences of Learning (Catbells/Bessy Boot)**

We have used Birth to 5 Maters (Bristol/Differentiated) to create sequences of learning for each area of EYFS from birth to the Early Learning Goal. This takes the elements of the journey towards the Early Learning Goals and carefully maps out sequences of achievement so that we can assess progress and develop a child's next steps through the provision and specific teaching points. We can also use these during the EYFS as a guide to making best-fit summative judgements, with parents and colleagues across agencies.

**Progression Pathway:**

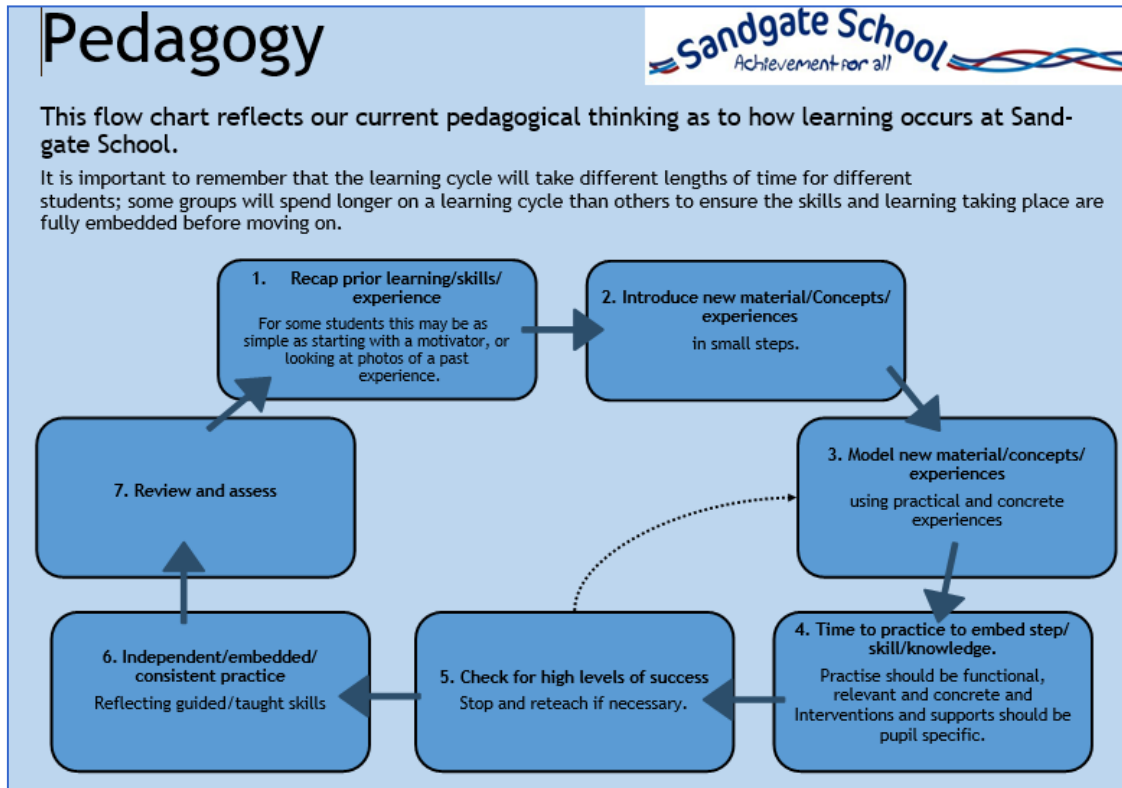
We value learning of non-formal skills in equal measure to formal learning. To support the learning and baselining of life skills, all pupils are assessment on our Progression Pathway against a range of life skills criteria, including: Self-Care, Independent Learner Traits and Life Skills.

**EHCP/IEP:**

All pupils at Sandgate are given small step personal targets towards their EHCP outcomes against four areas: Cognition and Learning, Sensory and Physical, Social and Emotional and Communication and Language. These are embedded in daily learning and updated each term, or before if achieved. EYFS pupils have two annual reviews a year to support development.

**Evidence for Learning/SOALR**

KS1-KS4 classes capture and record their evidence and assessment data on SOLAR. EYFS capture and record data through Evidence for Learning, allowing pupils achievements against the seven areas of learning, ECHP's, sharing this learning through Evidence for Learning electronic learning journey.



## Impact

Our curriculum overview ensures that the needs of all children met by planning a variety of learning opportunities in our high quality-learning environment, both indoors and out, that supports children to make progress and achieve while at Sandgate School. Children progress through Sandgate Pre-steps, with an enthusiasm to engage further and continue to develop the skills they have learnt against the Sandgate Pre-Steps as they move onto either Learning for Later Life (KS4 + 5 curriculum rational document) or Sandgate Steps.

Parent meetings are held in line with the whole school timetable help and are used to inform parents of children's progress and share next steps with them so that their targets can be worked on in school and at home. During the Summer Term parents receive a report explaining children's achievements in the different areas of learning. Further to this, the EYFS department use a keyworker system to ensure strong partnerships with parents and carers, which helps us to support children's progress and achievements, sharing learning from school and home via Evidence for Learning and Teams. These links help us to develop our curriculum based on children's needs and interests, including delivering targeted individual interventions. This establishes a solid foundation for home/school links and communication as the pupils move through the school.

Teams regularly discuss and moderate activities and the changing needs of the pupils to ensure that the quality of our teaching and pastoral care is good and that children are continuing to make progress. This process helps us to check that children experience a broad range of exciting learning opportunities that help them to become happy, confident individuals with a strong foundation of skills and knowledge that they will be able to build on throughout their time at Sandgate.