Hope School and College.
Intent, Implementation and Impact.

Policy reviewed annually by the Headteacher and Governors

INTENT

The intent of our school and college curriculum is for all learners to be happy and emotionally secure, enabling them to be as independent as possible and engage and achieve the best possible outcomes. These are achieved through our broad, balanced and ambitious curriculum, that facilitates all learners working towards their own aspirations.

Underpinning our curriculum are our three core values of achievement, equality and independence.

IMPLEMENTATION

A core curriculum is implemented throughout all pathways which includes, Communication, Personal, Social and Health Education and Physical / Functional Development. This core curriculum is based upon a holistic approach to education focussing on each learner's unique starting point, abilities and potential, organised to reinforce and build upon prior knowledge. Our thematic approach to learning means that learners encounter a breadth of themes, topics and curriculum coverage overtime. These will be revisited throughout their education to deepen their understanding and consolidate learning. Learners Individual Education, Health and Care Plan outcomes are a key priority when planning implementation of our curriculum.

Our curriculum is organised into five pathways. Over time individual learners may move between curriculum pathways as their strengths and needs change and develop.

<u>Complex Learning Pathway</u>
Learners on this pathway have Profound and Multiple Learning Difficulties with complex medical needs. They learn through a Pre-Formal Curriculum that follows a Multi-Sensory Thematic approach that focusses on their engagement.
Their core curriculum focuses on Communication, PSHE and Physical Development

Early Steps Pathway

This pathway encompasses most learners within our Early Years and Key Stage 1 department. The curriculum promotes a play-based curriculum, led by pupil's interests creating overarching thematic topics.
Their curriculum follows a combination of non- statutory guidance such as Birth to 5 Matters.

Pre-Formal Pathway

Learners on this pathway have Complex and Severe Learning Difficulties. They follow a Pre-Formal Curriculum that follows a Multi-Sensory Thematic approach.
Their core curriculum focuses on Communication, PSHE and Physical Development and where appropriate will include elements from Cognition and Learning.

Semi-Formal Pathway

Learners on this pathway have Severe Learning Difficulties. They follow a Semi-Formal Curriculum that is thematic based but includes subject specific learning where appropriate.
Their core curriculum focuses on Communication, PSHE and Physical Development, Cognition and Learning.

Formal Pathway

Learners on this pathway have Severe Learning Difficulties. Within Key Stages 2, 3 and 4, the curriculum follows a thematic approach. In Key Stages 4 and 5 the focus of the Curriculum is Preparation for Adulthood.
Their core curriculum focuses on Communication, PSHE, and Functional Skills including Maths, English and Digital Skills. Subject specific learning ensures coverage of all statutory requirements where appropriate.

IMPACT

The impact of our curriculum is that learners will have achieved their full potential in all aspects of their individual development and experiences. They will feel valued and empowered to be as be as independent as they can be and will be prepared for life beyond Hope School and College.