



Brays School Curriculum

Our curriculum is based around the following principles:

- Delivering high quality SEND teaching and learning, engagement, accurate assessment, planned progression and personalised approaches
- Providing a natural progression from an Early Years Foundation Learning programme, towards full participation within the National Curriculum framework, with programmes designed for and implemented at an appropriate level, taking into account the special needs of the children in the school.
- Emphasis on the importance of developing the depth of children's learning and providing children with increased cognitive challenge, allowing them to apply the skills which they have learnt in a range of contexts.
- Promoting engagement and inclusion through accurate assessment, planned progression, personalisation and high quality teaching and learning with a consistent emphasis on encouraging and promoting independence.
- Promotion of Fundamental British Values and Spiritual, Moral, Social and Cultural development to prepare our children to become active participants in and contributors to the society they live in.
- Engagement with our local and wider community, involving a variety of stakeholders, including parents and carers, businesses, community groups and other professionals.

Brays School Curriculum Overview

Intent
What are we trying to achieve?

Curriculum Aims	Successful Learners Who enjoy learning, make progress and achieve	Confident individuals Who are able to lead safe, healthy and full lives Have own character and distinctive qualities enabling them to achieve	Responsible Citizens Socially aware individuals making a positive contribution to society			
Areas of Need	Communication and Interaction	Cognition and Learning	Social, emotional and Mental Health	Sensory and/or physical		
Focus for Learning	Attitudes and Attributes e.g. determined, adaptable, risk taking, self-regulating, resilience, perseverance	Skills e.g. literacy, numeracy, ICT, personal, learning and thinking skills, self-help and independence	Knowledge and Understanding e.g. big ideas that shape the world			
All pupils have the right to:	Feel safe and protected	A high quality education	Have a voice and be listened to	Positive health and wellbeing	Friendships	Information
Safeguarding	The school's PSHE/SMSC programme is the main vehicle for delivering safeguarding topics. It is additionally woven through assemblies and other lessons within the curriculum. This ensures that our pupils are aware of how to keep themselves physically and emotionally safe in a range of situations and have a good understanding of the challenges they face growing up in modern Britain. We achieve this through working with a variety of organisations such as Malachi, theatre groups, West Midlands Police, St John's Ambulance, school nursing team.					

Implementation
How do we organise learning?

KS2	English	Maths	Science	Computing	Art/DT	History/Geography	PSHE/Mental Health	R.E	MFL	P.E including swimming	
KS1	English	Maths	Science	Computing	Art/DT	History/Geography	PSHE/Mental Health	R.E		P.E	
EYFS	Communication and language	Mathematics	Expressive Art and Design	Understanding the world	Literacy	Personal, social and emotional development	Physical Development				
Essentials for life	Independence		Resilience		Emotional Intelligence		Personal Safety		Health and Wellbeing		Skills for Life
	The Curriculum is an entire planned learning experience underpinned by a broad set of common values and purposes										
	Lessons		Communication		Learning beyond the classroom environment		Routines		Behaviour		Personalised Learning
Components	Multisensory, visual and Kinaesthetic, differentiated, personalised, opportunities for independence, collaborative, marking and feedback to improve progress		Symbols, Makaton, Total communication policy, Eye gaze, switches, AAC, Tac Pac, Objects of reference, PECS, Intensive interaction		Building learning in the local community, business and career links. Accessing community facilities, using public transport, Parent workshops, Cygnet training, Fundamental British Values, CIAG		Opportunities for Social Moral, Spiritual and Cultural education, Emotional development, Physical development, assemblies, visual timetables, School Council		Positive behavior policy, Team Teach, behavior analysis, risk reduction plans, sensory diets, behaviour specialist, personalized rewards, Malachi, Risk assessment		Individual core objectives, EHCPs/ Annual Reviews, IEPs, Individual and group interventions, feedback and self-evaluation, pupil choice, differentiation,
Approaches to Learning											

Impact
How are we achieving our aims?

Curriculum that creates confident and safe learners who achieve to the best of their ability and are ready for adult life	To make learning and teaching more effective so that pupils are prepared for life beyond school									
	Assessment of effective teaching and learning. Teachers use a variety of assessment tools and techniques. Overarching assessments includes both standardised approaches (e.g. A2E, Salford) and personalised (e.g. pupil voice, EHCP) assessments. Some children may require specialist therapeutic assessments (e.g. SDQ, SALT). The information collected is used for ongoing assessment for learning that ensures that clear next steps/targets are identified. This supports planning, teaching and intervention to support academic and personal progress and ensures children are prepared to be active and successful citizens in their community									
	To Secure									
	Attainment and improved standards			Behaviour and Attendance			Healthy lifestyle choices		Further improvement in Education and life skills	

How we map the curriculum onto EHCP areas of need:

Pupils at Brays School follow a multi-faceted curriculum which is highly personalised in nature, meeting the child's needs at his or her developmental level, particular learning priority and differentiated to individual learning preferences. Below are some ways in which the 4 EHC areas of need are addressed within the Brays School curriculum.

Cognition and Learning	Communication and interaction
<ul style="list-style-type: none"> ▪ Core and foundation subjects across a breadth of subject areas ▪ National Curriculum subjects ▪ TEACCH (structured teaching) ▪ Colourful semantics ▪ Phonics ▪ Academic interventions ▪ Talk for writing ▪ Drama ▪ Creative space 	<ul style="list-style-type: none"> ▪ Morning routines ▪ SALT programmes ▪ Picture Exchange Communication System (PECS) ▪ Intensive interaction ▪ ACC including Ipad and switch use ▪ Eye Gaze ▪ Aided Language Displays ▪ Objects of Reference ▪ Makaton/On-body signing ▪ Sensory room ▪ Drama/Creative space
Social, Emotional and Mental Health	Physical and Sensory
<ul style="list-style-type: none"> ▪ Celebration assemblies ▪ Structured playtimes ▪ Community engagement ▪ Educational Visits ▪ Religious Celebrations ▪ Class and Whole School reward systems ▪ Careers Information, Advice and Guidance (CIAG) ▪ Mental Health and Wellbeing Curriculum ▪ Malachi ▪ PSHE curriculum 	<ul style="list-style-type: none"> ▪ Physiotherapy programmes ▪ Occupational therapy ▪ Sensory circuits ▪ Sensory Diet ▪ TACPAC ▪ Hydrotherapy ▪ Physical Education ▪ Fine and Gross motor programmes ▪ Gymnastics ▪ Swimming