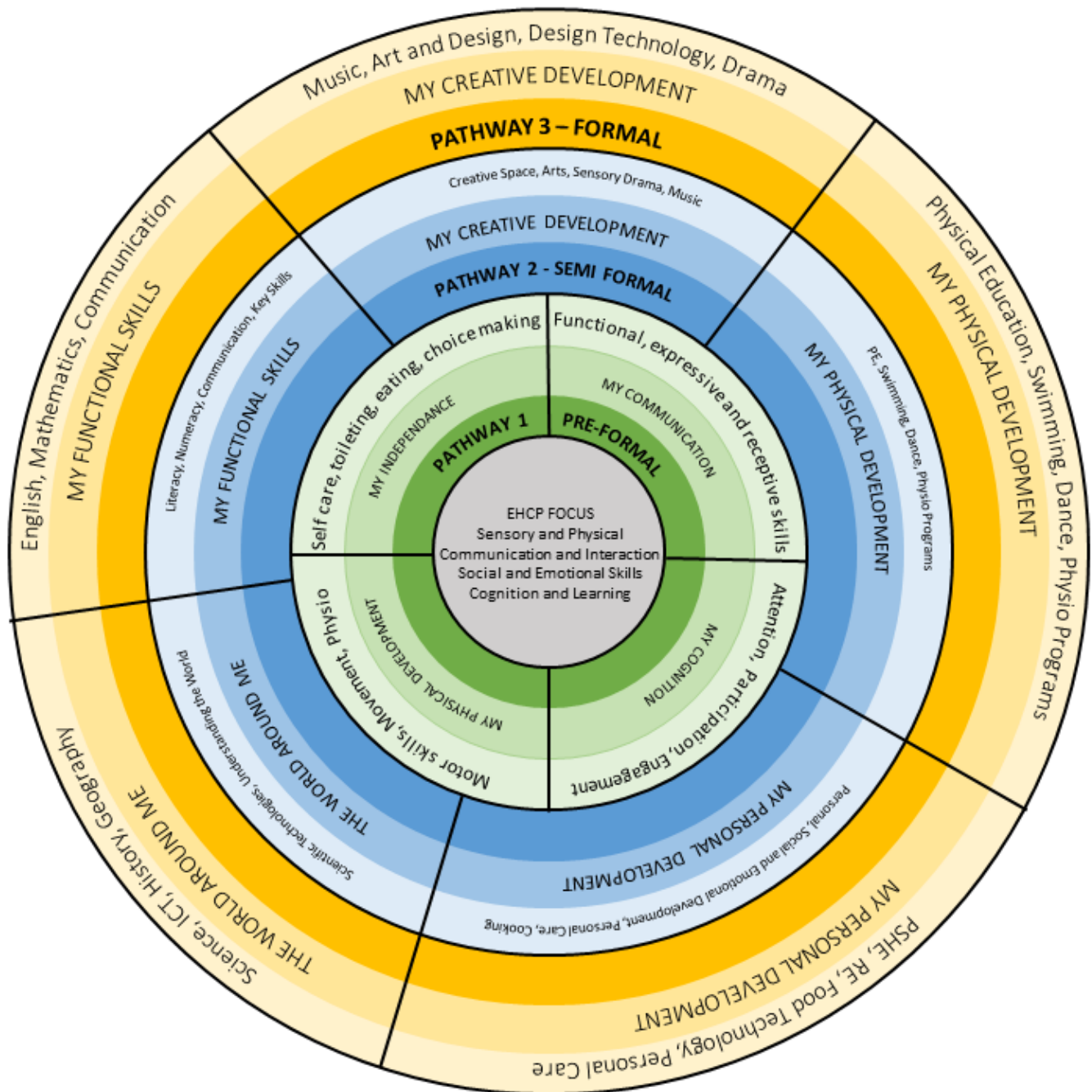


# **BRAYS SCHOOL**

# **CURRICULUM STATEMENT**

# Brays School Curriculum Statement



Brays School's Curriculum centres around three pathways for learning. Pathways are not defined by age or key stage but by pupils need and achievement; pupils may therefore move from one pathway to the next at any point in their school career. Each pathway covers skills, knowledge and understanding across a range of learning opportunities.

Pupil Groups			
EYFS	Pre-Formal	Semi-Formal	Formal
Pupils follow pathways	For pupils with profound and severe learning difficulties	For pupils with autism and/or severe learning difficulties	For pupils with severe or moderate learning difficulties

## Brays School Curriculum Statement

EHCP Focus			
Communication and Interaction	Social and Emotional Skills	Sensory and Physical	Cognition and Learning

### Areas of Learning

EYFS						
My Communication and Language	English	Maths	My Physical Development	Scientific Technologies and Understanding the World	Creative Arts	Personal, Social and Emotional Development
Phonics Anticipation Choice making Turn taking	Bag books Stories Nursery rhymes Mark making	Early number skills Number rhymes Routines	Physiotherapy Movement to music Fine motor skills	ICT Shared exploration Family links RE	Cookery Art/crafts Creative Space Music Events	Self-care Independence skills Dressing

Pathway 1 – Pre-Formal			
My Cognition	My Communication	My Physical Development	My Independence
Attention Participation Active engagement Cause and effect Basic problem solving Explorative skills Anticipation	Functional, social and communication skills Receptive and expressive skills	Fine and gross motor skills Dance/movement Switch skills Physiotherapy Postural equipment Swimming	Choice making Showing preference Self-care Toileting Eating Care and hygiene routines

Pathway 2 – Semi-Formal				
My Functional Skills	My Creative Development	My Physical Development	My Personal Development	The World Around Me
English Early Reading Phonics Mathematics Communication & Language Key Skills Engagement skills	Creative Arts Creative Space Sensory Drama Music Fine motor skills	Physical Development PE Swimming Dance Physio Programs Toileting/hygiene	Personal, Social & Emotional Development Personal Care Play Food Technology Life skills	Scientific Technologies Understanding the World Technology Out of class learning

Pathway 3 - Formal				
My Functional Skills	My Creative Development	My Physical Development	My Personal Development	The World Around Me
English Phonics Speaking and Listening Speech & Language Mathematics Communication	Music Art and Design Design Technology Creative Space Drama	PE Swimming Dance Physio Programs	PSHE RE Food Technology Personal care Independent Living Life Skills	Science ICT History Geography Out of class learning

## Brays School Curriculum Statement

### Curriculum Statement Context

Brays School is a primary special day school located in inner city Birmingham. All pupils on roll have an Education Health and Care Plan (EHCP). We offer places for children with physical difficulties, severe learning difficulties, profound and multiple learning difficulties, autistic spectrum condition, specific communication difficulties, visual impairment, hearing impairment and multisensory impairment. The school has a Nursing and Physiotherapy team based on site.

At Brays School we are committed to our pupils making the best possible progress within the context of their personalised learning objectives and EHCP focus. The four key areas of each pupil's EHCP form the basis of priorities for pupil provision. Cognition and Learning, Communication and Interaction, Sensory and Physical and Social and Emotional Skills are addressed through one of the three pathways outlined in this document (Pre-formal, Semi-Formal and Formal pathways)

We take a thematic approach to the curriculum, providing pupils with a creative, pupil centred approach to learning that meets the holistic needs of each pupil, focusing on key areas outlined in the pupils most suitable pathway. Through our pathways, we aim to cultivate each pupils' existing strengths and foster a lifelong enjoyment of exploration and learning, equipping them with the skills needed to reach their full potential.

All pupils have access to specialist areas within school that help to support learning. Classes are timetabled for sessions in our sensory drama studio, light and sound room, soft play and hydrotherapy pool. These areas are used to support learning across the curriculum and to give pupils the opportunity to develop and generalise learning in different environments.

We recognise that our pupils face complex challenges to their learning and in their daily life and we consider every pupil on an individual basis. We seek to develop good practice and find the best possible approaches to positively impact our pupils learning and progress. We focus our school offer on proven learning strategies, suitable resources and a stimulating school environment. This approach ensures that all pupils receive a varied, creative and engaging curriculum, in a happy and safe environment, where all pupils can feel respected and valued.

#### A Creative Approach to Teaching and Learning

At Brays School we believe all pupils are creative individuals. Creativity takes place during sessions and activities that help pupils learn in different ways, through taking part in activities that are engaging and differentiated according to our pupils needs and learning. We believe all learning should be exciting for our pupils, every half term we cover a different theme on a four yearly rota. Teachers plan their lessons around the themes, this means that there are always new ways of exploring learning.

To give our pupils experiences of our themes that are as real and meaningful as possible, we have created a sensory drama studio, our Creative Space. This is a large room with theatre lights and a sound system, decorated with exciting props and resources relevant to the half term's theme. The purpose of the Creative Space is to make learning sensory, exciting and meaningful for all our pupils.

#### Key Elements of our Curriculum provision

Thematic Cycle (Over 24 distinct themes offering breadth and coverage)  
Weekly Sensory Drama Studio sessions for every pupil (Creative Space)

## Brays School Curriculum Statement

### Areas of Learning

#### Early Years Foundation Stage

Our Early Years Foundation Stage provision is based on the principle of child-initiated learning. This provision is supported by pupils personalised programmes of study, considering pupils individual needs and learning styles. Our objective is to support pupils personal, social, emotional and communication development so that they feel safe and confident as they begin their learning journey.

These guiding principles shape our practise:

- Every pupil is unique, constantly learning through positive relationships with adults and peers
- Our pupils benefit from strong partnerships between practitioners, parents and carers
- Our pupils learn to be resourceful and independent through positive relationships with adults and peers
- Our pupils learn and develop in environments that are tailored to their individual needs
- Our pupils learn and develop at different rates, pupils learning style inform our practise

Through EYFS areas of learning we provide activities that engage our pupils, building on their interests and prior learning. We recognise that pupils need varied experiences, we ensure that the learning opportunities we provide, widen their awareness and deepen their knowledge of the world around them.

- Communication and Language
- English
- Mathematics
- Physical Development
- Understanding of the World
- Expressive Arts and Design
- Personal Social and Emotional Development

RE is incorporated in Understanding the World and through our engagement in the whole school, pupils are also immersed in these skills through collective worship and assemblies.

For pupils who are working at early stages of development, they work on Theme based cross-curricular skills and knowledge that underpin all subjects. For pupils working at this early stage of development, the planned curriculum themes provide a context for multi-sensory delivery. The themes enable pupils to access a wide range of creative and exciting activities to extend and build on known interests and motivating factors. The curriculum themes also enable a breadth of experiences to develop each pupil's achievements. There is a focus on communication, personal outcomes and engagement through the themes.

The curriculum is supported by a wide range of enrichment activities including creative arts sessions, sensory drama sessions, visits by a variety of different organisations, out of school visits and events, special assemblies and celebrations.

EYFS follows the Pre-Formal, Semi-Formal and Formal pathways and assessment framework.

## Brays School Curriculum Statement Curriculum Pathway Areas

### Pre-Formal Pathway

This curriculum pathway recognises that children and young people with Profound and Multiple Learning Difficulties (PMLD) have unique abilities and ways of learning. Our PMLD Curriculum is based on our understanding of what the individual pupil needs. Comfort, engagement, security, stimulation and motivation have to be accounted for in any situation. Having a good relationship with staff members is paramount to the pupils learning experience. Through interaction pupils can learn to trust the adults and the adults can learn about the pupils' abilities, interests and preferred communication approaches, their feelings and their discomfort.

This curriculum pathway is delivered containing the following areas of learning:

- My Cognition
- My Communication
- My Physical Development
- My Independence

Some pupils who are working within the Pre-Formal curriculum may have a more linear way of learning, suited to our skill based Semi-Formal Pathway. These pupils need time to consolidate their Pre-Formal learning with the added use of symbols, PECTs and skill based activities.

The curriculum is supported by a wide range of enrichment activities including creative arts sessions, sensory drama sessions, visits by a variety of different organisations, out of school visits and events, special assemblies and celebrations.

<b>My Cognition</b>	<ul style="list-style-type: none"> <li>• Developing and increasing attention to a range of experiences and activities</li> <li>• Developing participation and active engagement in activities</li> <li>• Development of purposeful responses to stimuli, understanding cause and effect., demonstrating basic problem solving and reasoning</li> </ul>
<b>My Communication</b>	<ul style="list-style-type: none"> <li>• The development of functional and social communication skills, receptive and expressive skills</li> <li>• Communication may be pre-intentional with the aim of moving towards intentional and may move either way between the two depending on progressive or regressive conditions</li> <li>• Delivered using Intensive interaction, Musical interaction,</li> <li>• Use of communication aids (high-tech and low tech), the use of cues, sensory stories</li> </ul>
<b>My Physical Development</b>	<ul style="list-style-type: none"> <li>• Developing fine and gross motor skills through a range of activities and experiences including dance, movement, IT switch skills, massage, cookery, art</li> <li>• Maintenance and development of physical skills and well-being through physiotherapy and appropriate use of postural equipment</li> <li>• Engaging and participating in a range of sensory experiences and activities</li> </ul>
<b>My Independence</b>	<ul style="list-style-type: none"> <li>• The development of self-care and functional skills including toileting, eating, dressing, hygiene routines, and shopping</li> <li>• The development and participation in care routines, making choices, taking control, developing student's independence</li> <li>• Self-regulating strategies</li> </ul>



## Brays School Curriculum Statement

<b>Semi-Formal Pathway</b>	
<p>This curriculum pathway recognises that our children have a range of complex learning difficulties. The approaches within this pathway encompass the development of thinking skills, problem solving, creative learning and movement and is designed to be developmentally appropriate. It enables all pupils to take part in activities that are engaging, meaningful to them and provide relevant and challenging goals.</p> <p>It is a curriculum for children who learn best when learning is related to their own experiences. Some children may learn through structured play whilst others will learn more effectively through functional activities or through theme-based approaches. Many pupils in this group need to generalise skills and learn how to solve problems.</p> <p>The thematic curriculum allows pupils to access a personalised curriculum, structured around their learning styles. Lessons are taught in small groups and one to one.</p> <p>The curriculum is supported by a wide range of enrichment activities including creative arts sessions, sensory drama sessions, visits by a variety of different organisations, out of school visits and events, special assemblies and celebrations.</p>	
<b>My Functional Skills Communication And Literacy</b>	<ul style="list-style-type: none"> <li>• Developing early communication skills, speech and language therapy targets, eating and drinking programmes, early choice making, using objects of reference, photos, symbols, using technology and communication aids</li> <li>• Learning to use PECs, Makaton, developing social communication and conversation skills</li> <li>• Early reading and phonics</li> </ul>
<b>My Functional Skills Thinking, Problem solving and Numeracy</b>	<ul style="list-style-type: none"> <li>• Working towards developing skills which are central to independence which include identifying a problem, finding appropriate solutions, remembering the sequences of events in routine activities, beginning to remember successes and re-use strategies, planning solutions for problems and beginning to use early numeracy skills in practical situations</li> </ul>
<b>My Creative Development</b>	<ul style="list-style-type: none"> <li>• Music, signed singing, sounds of reference/routines</li> <li>• Exploring sound, instruments cause and effect, creating music</li> <li>• Creative arts sessions, sensory art and skill-based sessions</li> <li>• Drama, sensory drama, including use of sensory drama studio</li> </ul>
<b>My Physical Development</b>	<ul style="list-style-type: none"> <li>• Toilet and hygiene routines, physical skills including physiotherapy and hydrotherapy</li> <li>• Developing new movements, exploring and tasting foods</li> <li>• Using and extending movements, playing some games, gymnastics and PE skills</li> <li>• Making choices about leisure activities, recognising own and others emotions and developing coping strategies for self-regulation</li> </ul>
<b>My Personal Development</b>	<ul style="list-style-type: none"> <li>• Life skills including staying safe, responding to noise, accessing transport and different locations in the community</li> <li>• Independence skills</li> <li>• Responding to peers, new people and engaging in new environments</li> <li>• Making choices</li> <li>• Road safety and danger signs</li> </ul>

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	<ul style="list-style-type: none"> <li>• Knowing my way around my immediate environment</li> <li>• Accessing community locations and venues</li> <li>• Using public and private transport</li> <li>• Using senses and exploratory play</li> <li>• Developing the social elements of play, supporting imaginative and spontaneous playful behaviour</li> <li>• Encouraging and supporting a purposeful and enjoyable way to fill leisure time with a view to increasing independence</li> <li>• Sharing activities and responding to name</li> <li>• Developing likes and dislikes</li> <li>• British values</li> <li>• Experiencing own and others cultures</li> <li>• Caring for own locality</li> </ul>
<b>The World Around Me</b>	<ul style="list-style-type: none"> <li>• Showing an awareness of sensory stimuli, experience changes, learn different methods of exploration and show preferences</li> <li>• Explore our local environment and the natural world</li> </ul>

### Formal Pathway

This curriculum pathway allows pupils to build on and develop existing skills and knowledge. We continue focusing on pupil's communication skills, vital to the development of all areas of the curriculum and use visual, tactile and auditory cues, including Makaton signs and symbols.

The Formal curriculum pathway follows a four yearly thematic cycle, this gives pupils access to a full and rich range of experiences and opportunities, supported by our sensory drama studio.

Religious education and personal and social education are incorporated into the curriculum and school day via assemblies, celebrations and collective worship. The curriculum is individualised to meet the needs of the pupils, working in a child centred way. Lessons are taught in whole class, small groups and one to one.

The curriculum is supported by a wide range of enrichment activities including creative arts sessions, sensory drama sessions, visits by a variety of different organisations, out of school visits and events, special assemblies and celebrations.

<b>My Functional Skills English Communication</b>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking and Listening</li> </ul> <p><i>Taught discretely to build core skills but then generalised, embedded and applied in greater depth as appropriate through all other curriculum areas, thematic learning and through informal learning opportunities throughout the day.</i></p>
<b>My Functional Skills Mathematics</b>	<ul style="list-style-type: none"> <li>• Number and place value</li> <li>• Shape space measure</li> <li>• Using and applying</li> </ul> <p><i>Taught discretely to build core skills but then generalised, embedded and applied in greater depth as appropriate through all other curriculum areas, thematic learning and through informal learning opportunities throughout the day.</i></p>
<b>My Creative Development</b>	<ul style="list-style-type: none"> <li>• Creative arts sessions</li> <li>• Music</li> <li>• Art and Design</li> <li>• Design Technology</li> </ul>



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	<ul style="list-style-type: none"><li>• Drama, sensory drama, including use of sensory drama studio</li></ul>
<b>My Physical Development</b>	<ul style="list-style-type: none"><li>• Games</li><li>• PE</li><li>• Swimming</li><li>• Dance</li><li>• Gross motor skills</li><li>• Fine motor skills</li><li>• Physiotherapy programs</li></ul>
<b>My Personal Development</b>	<ul style="list-style-type: none"><li>• PSHE</li><li>• RE</li><li>• Food Technology</li><li>• Personal Care</li><li>• Life skills</li></ul>
<b>The World Around Me</b>	<ul style="list-style-type: none"><li>• Taught through thematic topics</li><li>• Science</li><li>• ICT</li><li>• History</li><li>• Geography</li></ul>

### Impact

#### **How do we know if our curriculum is working?**

The curriculum is monitored and evaluated to ensure that it is working, through a rigorous quality assurance process. Pupil progress is discussed during weekly class discussion sessions and formal moderation sessions. This information is viewed alongside learning walks, work trawls, assessments, multi-agency report, external validation and pupil and parent/carer voice.

The range of measures and assessments include:

- Education, Health and Care Plan Outcome Review
- The Engagement Model (part of pupils recording sheets)
- Personalised IEP Targets
- Progress Data/RAG Sheets
- Pathway assessment ladders and A2E ladders for pupils working on Formal Pathway
- Behaviour data
- Phonics Tests (RWI)
- Salford Reading Tests
- External validation (Artsmark, Leading Aspect Award etc)

In order to validate our assessments, teachers take part in cross school moderation and work scrutiny sessions.