



Breakspeare Curriculum Statement

Curriculum statement

1.1 Introduction

'I never teach my pupils. I only attempt to provide the conditions in which they can learn.' Einstein

At Breakspeare School we have a bespoke, personalised curriculum where all students benefit from individualised learning opportunities. A holistic approach to learning means there is equal importance given to both academic and social skills, where the development of Myself is equally as important as the development of My Thinking. The curriculum equips and empowers pupils with the skills to thrive while at school and after leaving school. We strive to make the students' daily experiences motivating, challenging and enjoyable. We pride ourselves on creating a safe, secure and age appropriate learning environment in which students are able to mature and flourish.

Core Principle; A curriculum that is supportive, enjoyable, provides learning for life with a sole focus on the individual child.

- S. Supportive
- E. Enjoyable
- L. Learning for Life
- F. Focussed

Supportive; - a curriculum that gives students the appropriate support they need to learn and recognises when support needs to be reduced or removed to facilitate more independent learning.

Enjoyable: - all students are engaged in learning in an environment that is fun, motivating and appeals to their interests and skills both individually and in groups. Special talents are fostered and the curriculum is designed to build on students strengths and preferred learning styles.

Learning for Life; - the curriculum is organised to enable learning that begins when a student enters the school and is cumulative so that they leave Breakspeare equipped with skills for life.

Focussed; - all the students can learn. Learning through the curriculum is personalised and planned and delivered with the focus on working on the right targets, the right skills, the right developmental level and in the right context.

1.2 Vision and Values

As part of the Sunflower Federation Breakspeare School is committed to deliver 'OPPORTUNITIES FOR ALL' through;

MISSION – We provide the best possible practice to develop individuals' potential.

VISION – All members of our community benefit from our work.

VALUE – Provide flexible, individually tailored opportunities to learn and be proud.

AIM – Individuals are able to use the skills they learn.

1.3 Description of Learners

All our students have Severe or Profound Learning Difficulties, in addition to which many have a complex medical, physical or sensory impairment; autism or speech, language and communication needs. We are able to provide a highly individualised curriculum for each of our students, which is designed and delivered in consultation with parents and other professional agencies.



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1.4 Curriculum Intent

The curriculum intent is to prepare all pupils for life ahead and post school.

The students learn about

- functional communication skills to become understood and be able to make decisions and choices in their life
- functional self-help skills: eating/drinking, dressing, hygiene, keeping themselves safe
- leisure skills that bring them joy, engagement and pride in taking part
- functional mobility and independence skills that enable access to the community and facilitate everyday living skills
- skills to regulate their emotions enabling the students to manage their feelings and develop prosocial behaviours
- skills to manage and contribute to social situations in different environments
- skills to feel confident when accessing the community taking care of him/herself for leisure, work and living
- skills to manage unknown and unfamiliar situations being able to keep him/herself safe
- skills to benefit from using technology
- self advocacy skills; to express 'no' and express a dislike
- positive self-esteem and self-image

As a learner they are able to

- stay engaged
- make positive interactions
- enjoy their learning
- communicate confidently
- develop their physical skills
- access the community
- try new things and maintain curiosity
- have a sense of identity
- become flexible
- be part of a social group
- make relationships
- occupy themselves
- ask for help
- make choices and decisions
- are able to self-regulate behaviour
- practice perseverance
- develop generalised skills
- become self-aware

Breakspeare School curriculum is adapted to develop individual students' skills, knowledge and abilities. Our curriculum in all key stages benefits from strong cross curriculum links, topics, and individual adaptations. It considers academic as well as functional skill development. The curriculum addresses what each student needs now, next and in the future in their learning journey but also recognises what each student might need on that day in terms of accessing the curriculum from their daily starting points.

We offer differentiated learning opportunities and support according to the student's educational needs and individual interests. Teaching and learning is delivered in whole class groups, in small groups and in 1:1 settings, inside the school building and within the grounds, as well as in the local and wider community.



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| Phase One | Key Stage focus |
|---|---|
| EYFS KS1 KS2 <p style="text-align: center;">Core Areas</p> | <ul style="list-style-type: none"> - Baseline assessment - Readiness to learn: 'Learning to learn' - Play skills - Access to different areas in school - Individual programmes in place for self-help / toileting, mobility, communication and behaviour - Identifying VI, HI, ASD exc. needs and support - Sensory profile in place - Integration within the school - Integration to other provisions MLD / mainstream <p>EYFS curriculum / programmes of learning Communication and Language, Physical Development, Personal, Social and Emotional Development Literacy, Mathematics, Understanding the World, Expressive Arts and Design</p> |
| Impact | <ul style="list-style-type: none"> - All pupils make consistent and secure progress from their starting points. - The students are well prepared academically, socially and emotionally for the next stage of their education. - They are securing their individual development in communication, independence, social and learning skills. |

| Phase Two | Key Stage focus |
|--|---|
| KS2 KS3 KS4 <p style="text-align: center;">Core Areas</p> | <ul style="list-style-type: none"> - Baseline assessment - Consolidating and extending learning - Developing independence - Access to local community - Local primary integration link <p>KS2: - extending learning and engagement</p> <p>KS3: - consolidated and extend ability to independent learning</p> <p>KS4: - Individual Programmes for Sex and Relationships - ASDAN / AQA - Accessing community - Careers curriculum</p> <p>A topic and skill based curriculum following programmes of learning in; My Thinking (e.g. Reading, Writing, Numeracy), My Communication (e.g. Speaking and Listening), My Physical Development (e.g. PE, Swimming, Physiotherapy), Myself (e.g. PSHE / Sex and Relationships) My Community (e.g. RE, History, Geography), How my World Works (e.g. Computing, Science), My Creativity (e.g. Music, Art, Design and Technology).</p> <p>Within this phase we have classes of students on the autistic spectrum who require a highly individualised curriculum. The core areas for this cohort are; My Communication and Myself</p> |



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| | <p>(particularly regulating emotions and behaviour, social development, independence – which includes sensory processing and transitions).</p> |
| <p>Impact</p> | <ul style="list-style-type: none"> - All pupils make consistent and secure progress in their learning. - The students are motivated learners who have positive attitudes towards themselves and other people. - The students have consolidated aspects of their functional communication, independence and socialisation which enables them to continue their learning at the next stage of their education. |

| <p>Phase Three</p> | <p>Key Stage focus</p> |
|---|---|
| <p>KS 4 KS 5 (Post 16)</p> <p>Core Areas</p> | <ul style="list-style-type: none"> - Baseline assessment - Functional skills - Access to wider community - Transition <p>KS4:</p> <ul style="list-style-type: none"> - Individual Programmes for Sex and Relationships - ASDAN / AQA - Accessing community - Careers curriculum <p>Post 16:</p> <ul style="list-style-type: none"> - Careers curriculum - Accessing community, leisure, work experience, careers, independence and functional skills using English Maths, computing - Individual Programmes for Sex and Relationships - Transition links to colleges - ASDAN / AQA <p>Curriculum / programmes of learning</p> <p>My Functional Skills , Daily Living Skills, Myself</p> <p>My Leisure Skills, My Community, Expanding my Horizons, Work Related Learning.</p> |
| <p>Impact</p> | <ul style="list-style-type: none"> - All pupils make consistent and secure progress in their learning. - The students can apply their independence, communication and social skills beyond the school setting. - The students are ready to move to the next stage in their education and adult life. |