

Exhall Grange Specialist School –Progressive Curriculum

Early Years

The curriculum and timetable covers the seven areas of learning and development which is a statutory requirement. This is enhanced by elements of sensory and nurturing curriculum. The curriculum is organised to be delivered according to the needs of the individual. Support is given for physical needs via plans and programs from agencies and inside the classroom.

Formal Curriculum

All pupils work towards making at least expected progress from their individual starting points. At the end of KS 1 and KS2, those able to access the test are entered for SATs. At the end of KS 4 and 5 GCSEs and other nationally accredited qualifications are accessed by students.

Adulthood

The emphasis in this area is on developing essential skills for life. We encourage our students to learn, and transfer these skills into the wider community and the wider world of work. The provision of added value enrichment programmes and educational curriculum, combined with personalised learning experiences contribute to the transition to college, further education, supported internships, apprenticeships or employment.

Personal Development

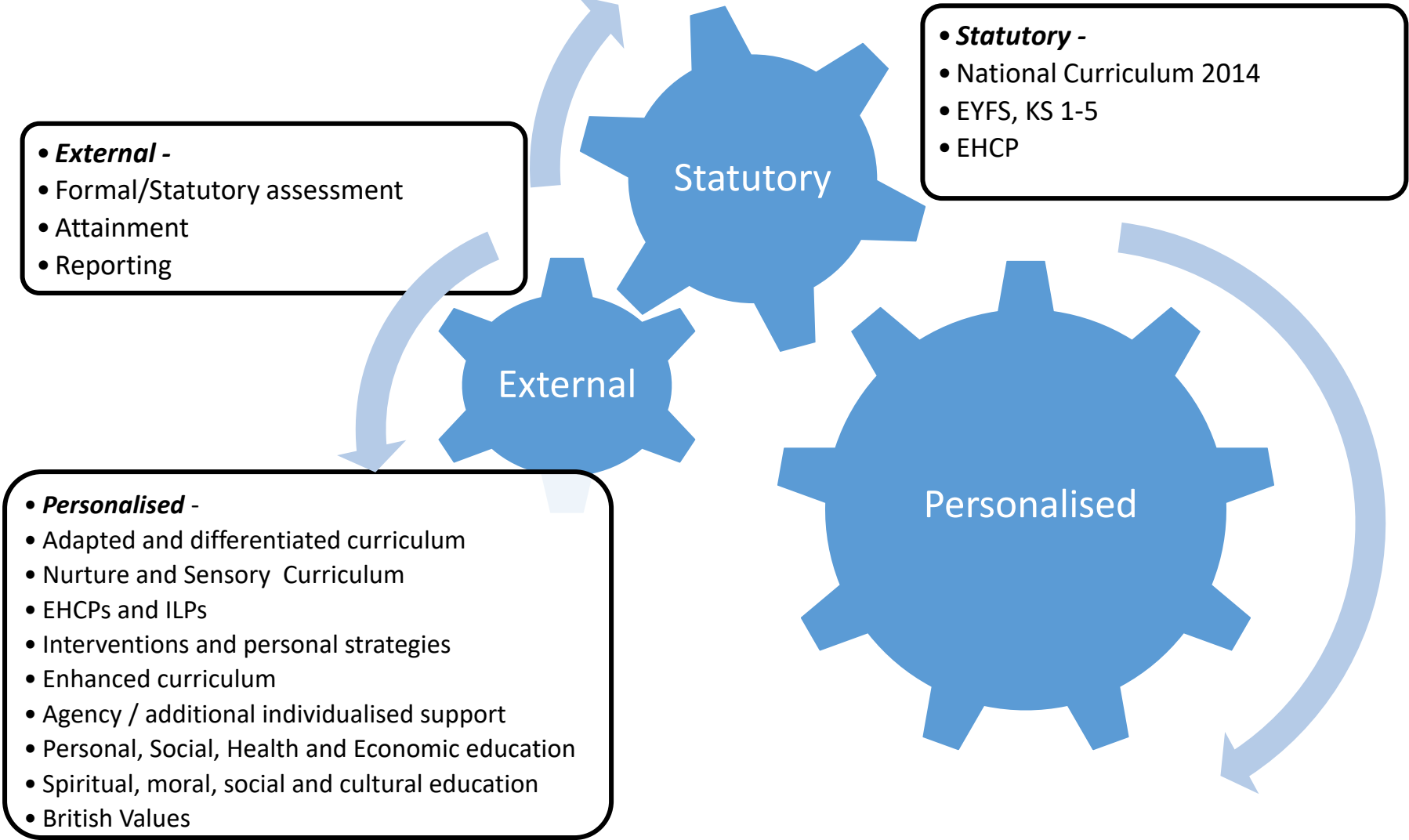
The development of students personal, social and life skills are very important to help them become independent citizens in a multicultural and diverse community. Students need to gain valuable knowledge and practical skills to ensure they can live and cope as independently as possible. As students progress through the key stages, they will receive guidance appropriate to their age and development. This is mainly delivered through PSHE, Citizenship and Form activities with targeted intervention when necessary from the school and external agencies. This provides the students with strategies and guidance to achieve their potential and ultimately prepare them for life after Exhall.

Supportive Curriculum

The curriculum is designed to meet the additional needs of all of the pupils, as detailed in their Education, Health and Care Plan. The needs of pupils with a visual impairment, physical disability, complex medical condition, ASD, social communication and other specific learning difficulties are supported through a personalised curriculum, enabling them to have full access to class based learning, individualised interventions when appropriate and also a wider curriculum which prepares pupils for future pathways.



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Curriculum and Enrichment -
 We provide our students with learning opportunities in a variety of learning styles. We facilitate opportunities for learning, enjoyment and achievement through a rich, broad, balanced and differentiated curriculum matched to ages, abilities, interests, aptitudes and special needs. Our provision aims to be relevant, fun and accessible to help remove any barriers to learning thereby allowing engagement and progress to take place. Enrichment opportunities enhance the curriculum for all students.

Enhanced curriculum -
 to compliment the statutory curriculum, all our students engage in supplementary provision. We offer -

- mobility sessions and VI support
- soft play and sensory room activities
- experience and enrichment days
- links with external work providers
- Forest schools and horticultural education
- Support with physio/OT - trim trail equipment, bikeability days, sports facilities, residential experiences
- impact /emersion days.

Inclusion -
 All staff are committed to the requirements essential to developing an inclusive curriculum.

We aim to -

- set suitable challenges
- respond to students individual needs
- overcome potential barriers for individuals and groups of pupils
- promote pupils learning through individualised plans and curriculum maps.

Curriculum Statement -
 In line with the National Curriculum, as a state funded school we must offer a curriculum which is broad and balanced. It must promote the spiritual, moral, cultural, mental and physical development of students in our school. It must prepare our students for opportunities, responsibilities and experiences of life.