



Curriculum Vision

Welburn Hall School recognises the importance of a broad and balanced curriculum always working towards the pupil's individual goals, as stipulated on their EHCP, and their individual school targets. We have developed our curriculum following the Rochford report, to meet the individual needs of our pupils. The aim of the curriculum at Welburn Hall School is to provide the best learning opportunities for our pupils to enable them to:

RESPECT each other, their communities and the world around them through fairness, trust, compassion and caring.

PERSEVERE with their work, behaviour goals and independence with a can-do attitude, optimism, and courage.

BE EXCELLENT in everything they strive to achieve.



Curriculum Vision

Our curriculum is both skills and content based, encouraging active engagement in learning. The whole curriculum, from informal to formal, focuses on developing the key skills of Communication, Cognition, Independence, Physical Development and Self-care, all transferrable skills that equip our pupils for life beyond school.



Rationale

- The rationale underpinning our curriculum is in response to the Rochford Review and in consideration of the wealth of research underpinning effective pedagogy for pupils with SEND.
- An acknowledgement that if pupils start and finish their academic careers at levels below or at best very near to the beginning points of the National Curriculum then hierarchical subject specific learning is not effective for pupils who are on the SLD spectrum.
- [Ndaju and Tymms 2009, Imray 2013].



Informal Curriculum Pathway

The learners following this pathway are pupils who have profound and multiple learning difficulties and complex needs, usually working within WHS A- D (P1-P4 of the P Scales) across Key stage 2 - 5.

Each of our learners are unique, requiring staff to take a holistic approach centred around the physical needs, strengths and interests of the individual whilst acknowledging how they best learn.

The difficulties this group of learners encounter with regards to communication, cognition, physical health and well-being along with personal care demands a distinct timetable which allows a rich and diverse range of opportunities to enable needs to be met.

THIS HAS PROMPTED US TO TAKE THE
STANCE THAT WE MOVE TO A
CURRICULUM RELEVANT TO THE
INDIVIDUAL LEARNERS' NEEDS AND ONE
IN WHICH THE LEARNER CAN SUCCEED.

THE PURPOSE BEING TO PLAN NEXT
STEPS IN LEARNING BASED ON THE
LEARNERS STRENGTHS, NEEDS AND
MOTIVATIONS RATHER THAN A PRE-
DETERMINED HIERARCHICAL
CHECKLIST.

A RANGE OF SOURCES IS USED TO
UNDERPIN OUR LEARNING INTENTIONS,
ENSURING RELEVANCE TO EACH PUPIL
AND SIGNPOSTING NEXT STEPS IN
LEARNING

Not only do we know from our
experience of working with pupils with
severe learning difficulties but through
increasing amounts of research in this
field which makes it very clear that our
children and young people learn very
differently from neuro-typical
conventionally developing learners.

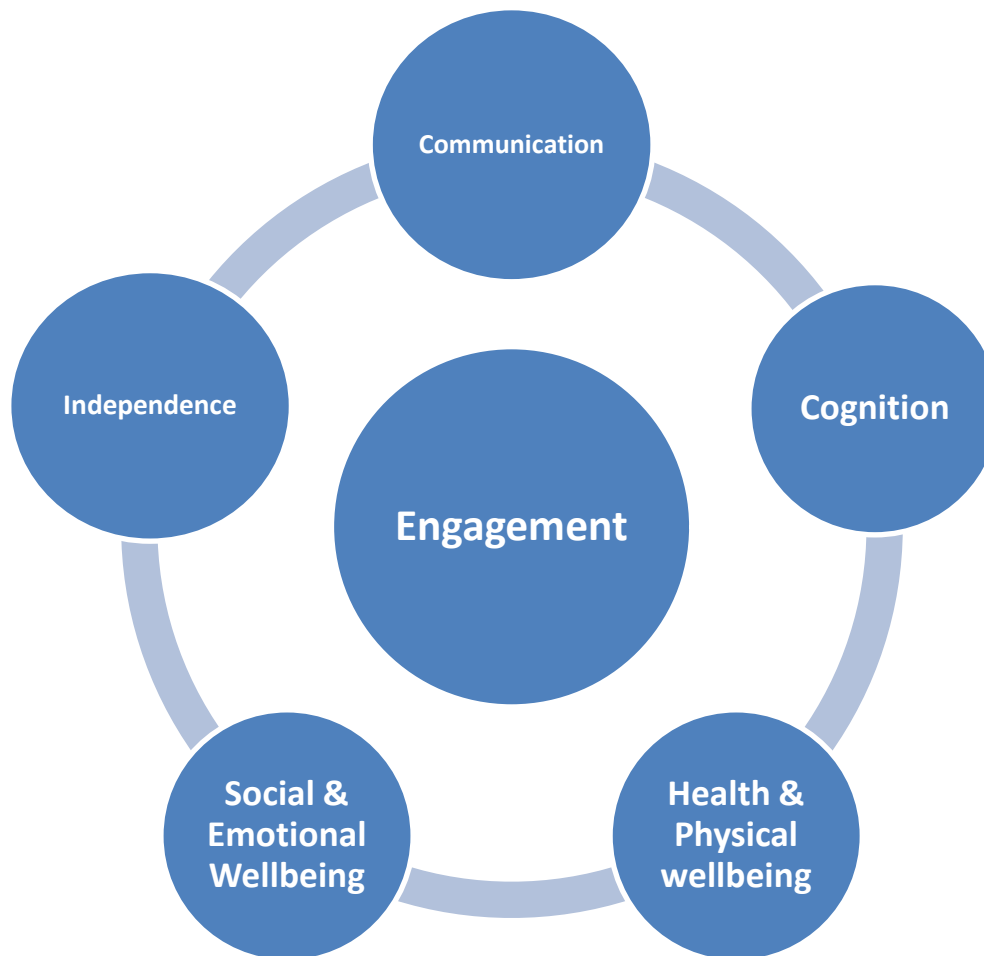
The work of Professor Barry Carpenter
highlights the advances in
neuroscience and the implications
these have on individual learning
styles.

*'If they learn differently we ought to
be teaching them very differently and
teach them very different things—this
is not differentiation—this is
different!'*

[Imray and Hinchcliffe, 2014]



Sensory-Based Learning





Welburn Provision





Resources for Informal Learning





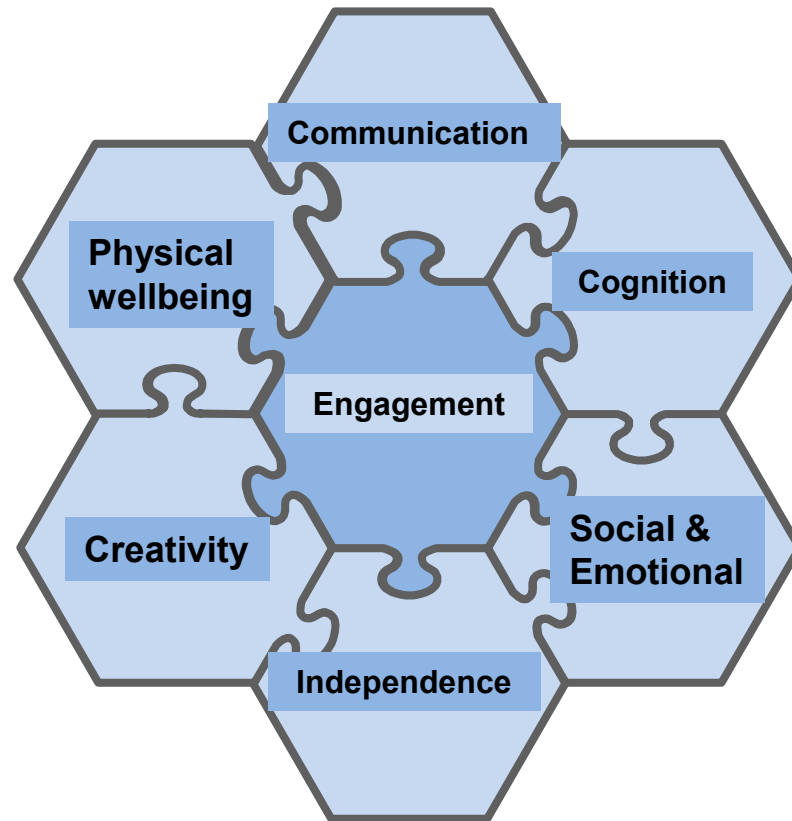
Semi-formal Curriculum Pathway

The semi-formal curriculum pathway has been developed for those pupils with complex learning needs who are generally working within WHS D to G (P4-Y1) from Year 2 to KS5, however as we have gathered momentum within this pathway we have felt the need to divide this further into two distinct strands:

Semi-formal Explore & Semi formal Challenge:

This reflects the diverse range of needs that many of our learners encounter and enables teaching staff to develop specific teaching strategies and learning environments to meet those needs

Semi Formal Curriculum- Challenge Learning Needs





Formal Curriculum Learning





Formal Curriculum Pathway

Our formal curriculum is accessed by our MLD students that are working within Welburn Hall Bands H to L (Year 2 to Year 6), regardless of their age.

They follow a curriculum that provides a blend of academic and life skill experiences, building strong foundations to secure positive future destinations when they leave school.



Welburn Assessment

Assessment is fit for purpose and embraces peer and self-assessment, positive and constructive feedback and engages moderation, both internal and external. We use a wide range of assessment both qualitative and quantitative and the data is used to inform progress and areas for development. Both formal and informal assessment is captured and evidenced in Pupil Asset Tracker and may be recorded and celebrated as qualifications from nationally recognised awarding bodies such as:

- Open Awards Functional Skills English, Maths and ICT entry level to level 1.
- OCR Entry Level Science and Geography.
- Open Awards diploma in Skills for Further Learning and Employment starting in key stage 4.
- In-house awards and celebrations of achievement



Welburn Assessment

Achievements and next steps are an integral part of teaching and learning, enabling young people to progress towards the aspirational goals they set in their annual reviews.

We endorse well-being, looking at each young person as an individual and capturing all holistic progress.



Welburn Accreditation

We aim to find the right qualifications for each student to help them achieve their full potential.

By the end of year 11 and 14 we aspire for all our students to achieve either entry level or level 1 qualification. We offer accredited programmes, through:

Informal learners:

- ASDAN - Diploma in personal progress.



Welburn Accreditation

Semi-formal learners:

- Open Awards Diploma in Skills for Further Learning and Employment - including vocational awards in:
 - Animal care
 - Horticulture
 - Catering
 - Travel Training
 - Employability
- Open Awards Functional skills entry level 1 English, Maths and ICT.



Welburn Accreditation

Formal Learners:

- Functional skills Entry level 1 - level 1 in English, Maths and ICT.
- City and Guilds Construction and Hospitality - Entry Level 3.

Waking Hours students:

- Open Awards Diploma in Independent Living Entry Level to Level 1.