

School Vision

Welburn Hall School will become recognised locally and nationally as an excellent school with ambitions for life-long independence for all students.

Curriculum Statement

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 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 and themselves, 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.

Our curriculum is both skills and context-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.

We provide our pupils a wide scope of learning activities to develop:

- Cognition and learning skills including academic competence;
- Communication and interactions skills;
- Physical skills and sensory awareness;
- Social, emotional and personal skills including good behaviour and attitudes to learning.

We have 3 curriculum areas, all based on a 'stage not age approach.

1. Informal
2. Semi-formal
3. Formal

The 'Informal curriculum' students are split up into 2 mixed age groups. Lower Informal (key stage 2 -3) and Upper Informal (key stage 4-5).

The Semi-formal curriculum students are divided into 2 mixed age groups. Lower Semi-formal (key stage 2-3) and Upper Semi-formal (key stage 4-5).

The Formal learners are divided into 4 mixed age groups. Lower formal (key stage 2 - 3), SEMH group (key stage 3 - 4) Upper formal 4 (key stage 4) and Upper formal 5 (key stage 5).

Informal Curriculum

Our vision

Our Informal curriculum is accessed by our PMLD/SLD students and those with complex needs, working within the Welburn Hall Bands of A to D (lower P scales (1 - 4)). It is for pupils whose learning is best met through a personalised learning approach based on the principles of communication, cognition, social and emotional development and sensory processing support. At the heart of the curriculum is learning through play. The curriculum is tailored to meet the needs of each individual pupil, taking in to account their individual needs. It is flexible and can be moulded to include areas of interest for each pupil. It takes a holistic view of the pupils by focussing on how they best learn.

What are we trying to achieve?

The curriculum endorses building connections, problem solving skills and coherence through a cross-curricular and contextualised learning environment. An environment that responds to their needs and enables all learners to communicate, think and problem solve in a range of contexts.

How do we organise learning?

Informal classes have a high staff ratio and focus on mobility, behavioural management, active exploration of the environment and personal care. Fostering control, independence, social, emotional skills and functional communication is an integral part of the curriculum.

Informal classes follow termly topics, creating sensory activities linked to the topic. The lesson objectives will be largely taken from the EYFS curriculum, with many linked to EHCPs or relevant pupil specific targets (e.g. a physiotherapy programs). The upper informal group also work towards accreditation with ASDAN personal progress.

Lessons may fall broadly under one subject area but will include elements from other areas in addition to the main focus, e.g. a story session could fall under the main subject area of Communication Skills but may also include the pupils working on bench sitting (Motor Skills), interacting with a peer (Social Skills) and visual tracking (Sensory Cognitive Skills).

Informal curriculum is taught through activities such as massage stories, TacPac, parachute activities, object exploration and object permanence, and use of technologies such as iPads and switches.

Informal curriculum incorporates many therapies into the week, many occurring daily, including individual programs for speech and language therapy, physiotherapy and sensory diets.

Outdoor learning is encouraged as much as possible. The outdoor environment has massive potential for learning. Outdoor learning experiences are often remembered for a lifetime. Integrating learning and outdoor experiences, whether through play in the immediate grounds or adventures further afield, provides relevance and depth to the curriculum in ways that are difficult to achieve indoors. Learning outdoors can be enjoyable, creative, challenging and adventurous and helps children and young people learn by experience and grow as confident and responsible citizens who value and appreciate the spectacular landscapes, natural heritage and culture of our local area.

How well are we achieving our aims?

Assessment is fit for purpose, an integral part of teaching and learning drawing on a wide evidence of learning. It looks at each learner individually and captures holistic progress identifying learners' achievements and their next steps, maximising progress and development. Learning is tracked using the EYFS outcomes and recorded on the pupil asset tracker.

Semi-formal Curriculum - Explore or Challenge

Our vision

Our semi-formal curriculum is for students working in Welburn Hall Bands D to G (P4-P8 and Year 1). The curriculum is designed to build connections and develop problem solving skills and coherence. It is alive with opportunities for active cross-curricular activities and contextualised learning enabling the pupils to communicate and practice skills in all areas of the curriculum, school and society.

What are we trying to achieve?

We aim to have assertive and successful learners who enjoy learning, make progress and achieve their aspirations and can live safe, healthy and happy lives, becoming active citizens who can make a positive contribution to society and their communities.

How do we organise learning?

There are seven areas of learning and development. All areas are important and inter-connected and as much as is possible cross-curricula links will be made. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn, forming relationships and enabling them to thrive.

These three areas are:

1. Communication and language
2. Physical development
3. Personal, social and emotional development

The five specific areas, through which the three prime areas are strengthened and applied are:

1. Literacy
2. Mathematics
3. Science
4. Understanding the world (humanities)
5. Expressive arts and design

Lessons are organised by subject with elements of cross curricula application so that pupils are applying what they are learning to different areas and in different ways.

How well are we achieving our aims?

Assessment is fit for purpose, an integral part of teaching and learning drawing on a wide evidence of learning. It looks at each learner individually and captures holistic progress identifying learners' achievements and their next steps, maximising progress and development.

From 2018-19 Pre-Key Stage Standards become a statutory assessment process for all pupils working below the expected National Curriculum level but above P4. The Pre-Key Stage Standards will be used to report progress at the end of Key Stage 2 and Key Stage 3 in Maths and English (reading and writing), both semi-formal and formal. In order to support our teachers and not label our pupils with a cognitive age that is below their chronological age we converted the age-related statements to letters, A starting at P1 and ending in L year 6 equivalents. Work is moderated at meetings once a term so that we have an internal agreement on teacher judgments.

Formal Curriculum

Our vision:

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.

What are we trying to achieve?

Successful learners, who enjoy learning, make progress and achieve their aspirational goals. Confident individuals who can live safe, healthy and fulfilling lives as independently as possible. Responsible citizens, who can make a positive contribution to society and their communities.

How do we organise learning?

Lower formal (key stage 2-3)

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

Upper formal (key stage 4)

Both formal settings offer lessons using a range of approaches, teaching styles and collaborative learning. We offer contextualised trips and exploration of the local community, including work experience and college visits. Communication is key implementing the use of visual support, symbols and Makaton in all classrooms. We have a supportive environment promoting independence, social, emotional skills, positive behaviour and respect for peers and property.

The formal curriculum is based on the national curriculum statutory expectations that are applicable for learning and life.

How well are we achieving our aims?

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 assessments are captured and evidenced in Pupil Asset Tracker and may be recorded and celebrated as qualifications from nationally recognised awarding bodies:

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. In-house awards and celebrations of achievement

Post 16 Curriculum

Our vision:

Our post 16 curriculum provides real world learning opportunities to prepare young people for adulthood so that they can have a meaningful, happy, independent and safe life beyond school, encompassing a residential waking hours curriculum where appropriate.

We aim to provide:

A suitable learning environment, through 3 staged learning environments Informal, semi-formal and formal, offering age-appropriate opportunities which maximise capabilities for independent living and prepare for adulthood. This can be part of the waking hours' curriculum or daily for those not ready for independent living.

Access the community on a regular basis for health, leisure, transport and safety, practicing social skills, communication, independence and safety.

Prepare and provide meaningful work experiences and vocational learning through personalised vocational and work experience pathways for all pupils in key stage 5.

How do we organise learning?

Learning opportunities include functional skills, living skills, personal skills, physical development, vocational learning, work experience, community and environment and leisure choices.

How we are achieving our goals?

Assessment is fit for purpose drawing on evidence of learning both formative and summative and maximising progress. 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. Moderation is achieved through external moderation for accreditation.

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

Accreditation

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.

Semi-formal learners:

- Open Awards Diploma in Skills for further learning and employment - including vocational awards in Animal care and Horticulture and employability.
- *Waking Hours students (student who take a residential option as they prepare for supported living):*
- Open Awards Diploma in Independent Living Entry Level1 -3
- OCR Functional skills entry level 1 English, Maths and ICT.

Formal Learners:

- Open Awards Functional skills Entry level 1 - level 1 in English, Maths and ICT.
- Open Awards Diploma in Skills for further learning and employment - including vocational awards in Animal care and Horticulture and employability.
- City and Guilds Construction and Hospitality -Entry Level 3. (York College)
- *Waking Hours students (student who take a residential option as they prepare for supported living):*
- Open Awards Diploma in Independent Living Entry Level to Level 1.

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