



# Intent

## Curriculum Drivers

Our intent is to help children be the best they can be. Given the difficulties our children share, we believe in having common threads of focus across our teaching and ensuring outcomes are relevant, meaningful and incorporate key life skills.

These include:

British Values	Community	Independence	Communication
Emotional Wellbeing	Problem Solving	Engagement and Curiosity	Regulation

Overley Hall School's Curriculum Vision



## British Values

At Overley Hall School British Values are not only highly respected, they are also heavily embedded within our Ethos and Curriculum aims. They are explored through spiritual, moral, social and cultural education and discretely promoted through Enrichment, Person Centred Development, Assemblies, PSHE and Citizenship. In order to enable access to such values, much emphasis is based around communication development. Learners are then enabled to access the world around them in a more meaningful way, being able to respond to stimuli in the immediate environment with freedom to express needs and desires. The power of communication, leading to pupil 'voice' not only ensures expression of feelings or opinions but also enables independence and choice making as well as enhancing personal safety, confidence, involvement and the ability to contribute to wider aspects of society. Staff will gently nurture and explore various concepts and challenge ideas so that learners can develop understanding around key values such as right and wrong, rules and boundaries, offering positive frameworks of interaction to reduce conflict and promote friendships, vocational contributions and community coherence. Not only do British Values heavily lead our Ethos and Curriculum aims, they are also the basis of our Curriculum Drivers which steer the planning of activities, events, experiences, learning opportunities and positive outcomes.

## Community

In recognition of our strong ethos and sense of 'family', we endeavour to create an immediate feeling of warmth, nurturing, respect and fulfilment across both our school and care provisions. Emphasis on providing a caring community offers security, total unconditional acceptance and the building blocks to enable access to the wider world around them. The Overley bubble of safety, provides young people with a sense of belonging, predictability and structure; a safe haven which shapes trust and confidence to grow and contribute to the wider aspects of a less predictable community and society.

## Independence

Independence is a key end point to our Curriculum drivers, ensuring life outcomes are also about gaining greater independent thinking with diminishing levels of support. A large amount of planning also takes into account learner preferences, interests and strengths and is therefore able to contribute towards a more meaningful life with greater opportunities for economic wellbeing.

## Communication

As highlighted above, communication is an integral aspect of not only working towards British Values but also independence, where learners are encouraged to develop their skills and so be able to more clearly express their needs and choices, or thoughts and ideas. These skills are further enhanced through activities related to English, whereby individually rich experiences of language expand a repertoire of knowledge for expression and understanding. In short, we recognise that communication is the vehicle that's leads towards key life skills, personal safety and inclusion, where end points can be achieved.

## Emotional Wellbeing

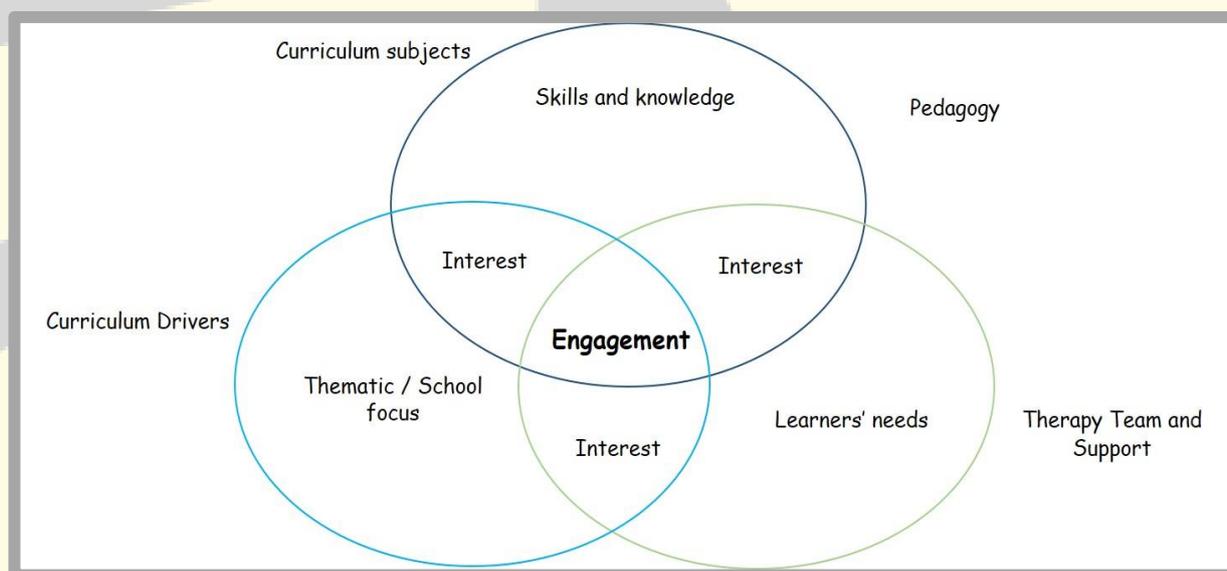
In relation to Maslow's Hierarchy of needs, emotional wellbeing is considered a vital foundation required to ensure learning processes can take place. As well as offering or adapting an environment that works to reduce anxiety yet inspire interest, staff carefully build trustful partnerships of care, respectfully accepting each young person as a unique individual. Recognising different levels of needs staff sensitively embrace appropriate challenges and opportunities to ensure life outcomes can be met. Planning considers pupil's changing needs during different levels of anxiety, linking behaviour with communication, reducing the risk of conflict and embracing positive experiences to enhance emotional and mental wellbeing.

## Problem Solving

The basics of problem solving are again considered a fundamental aspect to gaining greater independence, helping to reduce 'prompt dependency' and tolerating the sharing of responsibilities. Many difficulties our learners face can be presented during challenging times of anxiety or distress. By prioritising and planning opportunities that enable learners to become more active problem solvers, whilst being engaged, motivated and happy, we believe a greater chance of success can take place. Making relevant, meaningful links across various contexts during times of stability enables greater possibilities to make sense of an individually complex or unexpected obstacle, allowing key skills to become generalised to embrace greater challenge.

## Engagement and Curiosity

Without engagement and growing curiosity, we feel it would be difficult to recognise how deeper levels of learning could take place. With engagement at the start of the learning journey, teaching staff adapt curriculum implementation around the child, so a love for learning can become an ultimate outcome.



Engagement opens pathways to achievement, attainment and progress for our complex learners; coupled with curiosity, tools of personalisation, innovating a responsive pedagogy and creating a thirst to learn, it increases post-school life chances (Hargreaves 2006).

## Regulation

In relation to **Emotional wellbeing**, **Problem solving** and the nature of our learners, consideration must be given to enabling greater ability to comfortably process surrounding stimuli, demands, interactions, emotions, thinking and social challenge. Our intent is very much about supporting learners to find strategies that help with regulation, advancing confidence, character, resilience, strength, self-esteem and every day functioning whilst diminishing barriers to learning.