

Curriculum Statement for Overley Hall

Core Values - HAPPY

High-reaching

Approachable

Professionalism

Positive outcomes

Young people come first

Overley Hall School Curriculum

INTENT

At Overley Hall School, the belief is that our curriculum meets each learner at their unique starting point and then enables them to enjoy building their knowledge and skills to achieve their full potential. Through our, **Curriculum Drivers, Core Values, Ethos and Belief**, we foster an environment where the emotional, physical, sensory, academic, social, moral, spiritual and cultural development of each person is respected and developed. A **foundation of research** based practice steers our seamless curriculum to empower individuals to flourish whilst reducing learning barriers and maximising learning opportunities as well as embracing the child's/ young person's interests, abilities and strengths. To complement our **Ethos**, the holistic curriculum offer has been organised around the 'Broad areas of need' (DFE 2015). These have become the foundation for organising the **Pathway for Progression**. Sequential learning steps are highlighted within **Curriculum Maps** which relate to subjects and personal development enabling a greater depth of knowledge, skills and understanding. As well as clear building blocks, great emphasis is placed around the combination of Literacy and Communication, to secure the holistic offer whilst diminishing barriers to learning so that end points can be met. Ultimately our curriculum offer, ethos, values and aims are considered essential for advancing confidence, character, resilience, strength, self-esteem and everyday functioning so the young people will be ready and able to function with a greater level of independence, whilst accessing an ever changing, complex society in adult life.

Intent Curriculum Drivers

Emotional Wellbeing

Community

Independence

Problem Solving

Communication

British Values

Engagement and Curiosity

Regulation

Crafting our teaching

Through the foundation of our Intent; **Aims, Curriculum Drivers, Ethos and Belief** and **Core Values**, teaching staff use an array of **interventions** that suit individuals with Autistic Spectrum Conditions, Learning Disabilities, Sensory difficulties and Complex needs. These include familiar routines, structure, visual aids, a broad and balanced curriculum and strategies relating to research or therapy advice that will benefit learning and pedagogy. Staff promote a whole school nurturing approach with the flexibility to support different levels of maturity and needs. Teaching involves **Our Reflective Approach to Pedagogy** and **Curriculum design**. We utilise a **multi-systemic therapeutic offer** where a number of therapies are applied alongside each other, ranging in type and intensity. As well as a therapeutic delivery, staff carefully and creatively plan whilst taking advantage of the visually rich environment that embellishes Overley Hall, both inside and out. Sensory needs are met through individualised classrooms, with access to environments with less stimuli to reduce arousal levels, which in all, enable a learning journey to ensure each young person can reach their full potential. Teaching and learning embraces safety, acceptance, engagement and confidence to make connections and advance knowledge towards a greater depth of understanding. This journey involves navigating sequential **curriculum maps**, which highlight deeper pathways of knowledge. Teaching involves making connections with previous learning; offering real life experiences; increasing levels of **independence** through repetitious teaching strategies; **generalising** content across different contexts; and using a **Continuum** of learning to develop engagement, knowledge and skills; this being the foundation to our assessment design (see **Assessment**).

Pupils contribute to the overall design of the curriculum through pupil voice, interests and individual need

Communication and Interaction

Planning creatively takes into account Person Centered Development (PCD) where targets are crafted through our therapy team and become part of an Individual Education Plan (IEP). As well as Therapy sessions, 'Communication and Interaction' is further developed through a broad and rich curriculum involving discrete or combined subjects, a thematic and nurturing approach, the curriculum drivers and the broad areas of need. Individual or group opportunities also planned and delivered through the Therapy team.

Cognition and Learning

Practical and engaging experiences, creatively planned, making connections with school theme, PCD and subject/s (specific or combined) knowledge and/or skills. Experiences then guiding the learning journey, advancing the skills and functional understanding to a deeper level. Subjects include Maths, Science, Computing, History and in particular English Speaking, Listening, Writing and Reading; where deeper levels of learning ensure individually rich language, a voice and progress in other subject areas. Learners are encouraged to observe, problem solve, identify, create, build knowledge and communicate about their experiences.

Social, Emotional & Mental Health

Carefully planned visits and activities, making learning connections and opportunities with communities, geographic stimuli and life experiences; enhancing generalisation of knowledge and skills, building confidence and developing their understanding of how they can contribute to the community and society. Structured through PSHE sessions, Geography, RE, Assembly, PCD, IEPs and Positive Support Plans (PSP). PCD takes into account Zones of regulation and maximizing liberties. Effort and inner drive awarded at all times. Creativity opportunities also captured through Art, DT and Music.

Sensory and Physical

Planning and teaching takes into account 'Sensory and Physical' needs highlighted through the therapy team. Developing regulation, choice, gross motor and fine motor physical functioning skills and knowledge. Therapy led sessions take place relating to IEPs, PCD, sensory needs, play and physical needs. These also used to craft teaching pedagogy. Physical needs also developed through PE and enrichment days which also advance Cognition and Learning. Creativity opportunities also captured through Art, DT and Music; promoting choice, engagement, communication and personal understanding and awareness.

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IMPACT

When pupils leave Overley Hall School, they will be more equipped for their next destination while being able to use a more 'functional level of communication' across different contexts and settings. This will include making choices, recognising and expressing feelings or needs and achieving individually outstanding progress from their starting points. Knowing how it feels to thrive and be successful, pupils will be more confident, self-aware, content and proud of who they are. Whether academic or more work based, pupils will have a wealth of experience being kind, safe, friendly and positively interacting with others. As well as tolerating and being more accepting of differences, they will achieve greater self-control by using achievable strategies to regulate their emotions, think more independently and solve problems with reduced reliance on others. The young people will be able to cope with unexpected change and make transitions both small and large with minimal support. They could be engaging in work experience based activities centred around their interests and strengths, giving joint attention with more willingness to function as part of a team. Finally, the pupils will be ready to live a more meaningful and productive life where they can positively contribute to society, making fulfilling contributions to their local community and endeavoring to reach their full potential. We aim for all young people to move on as respectful, skillful, ambitious citizens with a love or thirst for learning about life and all it has to offer.

