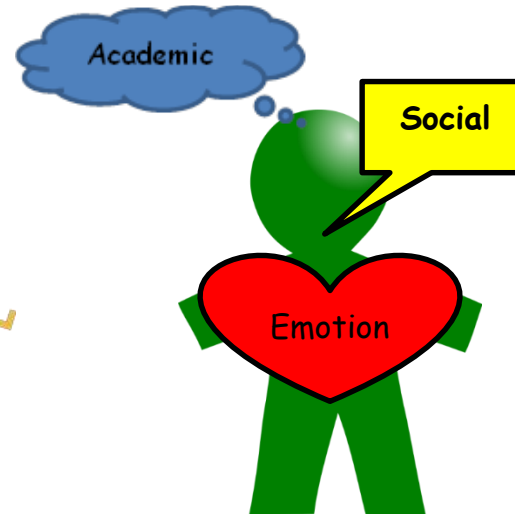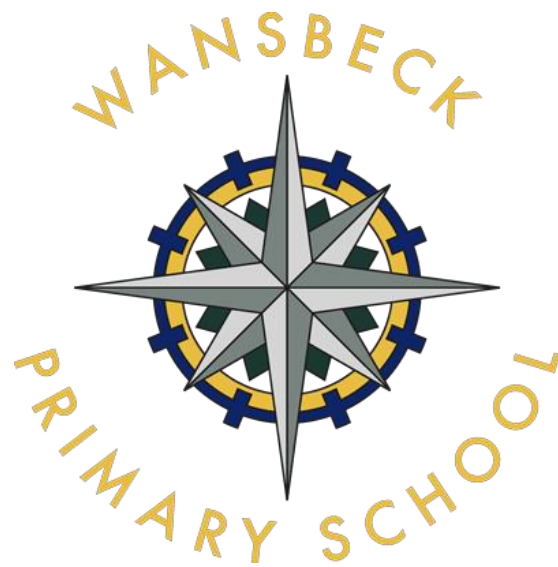# Wansbeck Primary School Personalised Curriculum Offer

Context for the Personalised Curriculum Offer

For some children within our school community a bespoke personalised curriculum offer is needed due to the complex needs some of our children present with.

Our personalised curriculum ensures that we are providing a varied curriculum which meets the needs of the individual child. This curriculum is delivered in the following environments:

- Through a bespoke classroom environment within our local authority SEN Unit. This consists of two classrooms – The Arc and The Burrow. The Arc provision is to meet the needs of older primary children with communication and interaction and SEMH needs. The Burrow provision is for younger primary aged children with communication and interaction as a primary need. Both these classrooms within the SEND Unit are local authority provisions.
- Through a bespoke classroom environment for children within HCAT who need intensive support in regulating their emotions. This classroom is our Wizards classroom and supports the SEMH needs of children with a view to reintegrate them back into a mainstream environment.
- Through a blended curriculum and intervention offer accessing some curriculum content in a smaller classroom environment blended with an adapted mainstream environment
- Adaptations made within a mainstream classroom environment

Our Curriculum Offer

As a school our key drivers which drive our curriculum offer are through social development, emotional development and academic development. Our personalised learning is identified through provision outlined in an EHC plan alongside person centred meetings around the child. Pupils learning is weighted depending on their stage of development and identified SEND learning needs. We use the learning pathways below to guide us to how the curriculum is weighted.

Academic

Social

Emotion

In phase 1 of our academic development our aim will be for our children to acquire early learning concepts to help them engage in learning

In phase 2 children have developed some of the foundations for academic learning. In this phase there will be an increase focus on subject specific learning

In phase 3 children will access all national curriculum subjects at an age appropriate level within their classroom environment and be ready to move onto the next stage in their education.

In Phase 1 of social development our initial aim is for children to establish functional skills of communication and become socially aware beginning to interact with others.

In Phase 2 children will develop the social skills to engage effectively with others at an age appropriate level. They will be able to use their social skills to engage in learning within their identified classroom environment.

In Phase 3 children will have developed effective social and communication skills to communicate and interact with adults and children beyond their classroom environment

In phase 1 of our emotional development our aim is to develop sensory regulation strategies to promote independence.
In phase 2 children will work on specific strategies from the emotional regulation and self-awareness curriculum and develop their emotional regulation further
In phase 3 of emotional development children will access the school's personal development and PSHE program program

Personalised Pathways

In addition to the phase of development the children are in for each aspect of our curriculum we have a clear pathway structure in order to be able to give each child an individualised curriculum based on their area of need. These pathways are reviewed regularly to ensure that children are getting the right curriculum offer.

There are two learning pathways:

- Readiness for academic learning: Personalised Curriculum Learning Pathway
- Readiness for Social Communication: Personalised Communication Pathway

Both these pathways also take account of emotional regulation and disengagement

Within the pathways there are three strands which determine the type of provision that is right. These pathways are outlined below.

Is the child ready to engage in academic learning?

No	Yes

Pathway 1	Pathway 2	Pathway 3
Child at the point of disengagement or unable to access the national curriculum	Child at the point of partial engagement and or can access some acadmeic content	Short assessment of prior learning, learning behaviour and readiness for learning

Personalised timetable with specific interventions in place and / or engagement model followed	During this phase, children are moving towards a more 'formal' approach to learning activites with a curriculum focus	Can the child access the mainstream provision?

		Yes	No

Practical hands on learning activities focusing on social and emotional development. (now and next)

-academic activities that consiidate actual ability with low cognative demand to increase self confence and engagmenet

-no introduction of new learning

- engagement model

- follows childs interests

- play based

- relationship building

- vocational

-hands on e.g. building/gardening/cooking

--Use of technology to evidence

- Now and Next structure

AQA awards to see achievements

More formal aprroach to learning with engaging tasks in a system (3 or more tasks) which may have an academic, social or emotional focus.

-Academic activities are matched to childrens abilities

- introduction of new learning and increased chalenge

-matching activites

-research opportunities

-hands on learning (topic based)

-worksheets

-sequencing

-vocabulary development

AQA units to see achievements

Liaise with classroom teacher to develop integration.

Child may still need a blended provision

Child may continue to need bespoke emotional and social support through targeted intervention

New curriculum content introduced inline with National Curriculum with adaptations in small provision classroom.

Continuation of the development of the social and emotional aspects

Same sequences of learning as main school with adaptations for access.

-visuals

-structure to learning to adapt to learning styles

Is the child ready to engage in communication?

No

Yes

Pathway 1

Child at the point of disengagement in all forms of communication and may show this through behaviour. Child may be preverbal.

Pathway 2

Partial engagement in communication. Child may be preverbal and communicate though other means

Pathway 3

Short assessment of prior learning, learning behaviour and readiness for learning

Practical approach using relationship building or engagement model

During this phase, children are moving towards a more 'formal' approach to learning activites with a literacy focus

Can the child access the mainstream provision?

Yes

No

Practical hands on learning activities buildingon social communication

(now and next)

-Play based e.g letters in sand/foam etc

- speech and language development

- widget to support speech and language development

-Magnetic letters building

- rhymes and phonological awareness

-story time (listening skills)

--Recipes/gardening instructions and recording with technology

-I spy games (initital sounds/clues etc)

-Use of technology to record

-oral retelling

More formal aprroach to learning engaging in tasks in a system (3 or more tasks)

Activities should be achieveable

-speech and language program

-make opportunities for oral rehearsal within all lessons

- widget to support language development

If phonics based

-activities around their current phase of Little Wandle (SEND program if applicable)

If not phonics based

-Link with guided reading

-Whole class read

-SPAG

- paired reading

Liaise with classroom teacher to develop integration.

National curriculum school adapted reading and writing scheme delivered in the provision classes. Speech and language may continue.

Does the child require phonics?

Continue to reassess for readiness for integration

Yes

-phonics Little Wanndle program

whole class read and write

guided read

Adaptations

- Visual support (Widgit)

-Visual support (Colourful semantics)

-Black sheep oral/written support

-Handwriting

-word mats

-vocabulary support

-adapted texts

No

-whole class read

-writing

-guided reading