

Baytree School Curriculum Intent

The intent of the Baytree School curriculum is to enable all learners to be active in their learning, develop independence and a means to effectively communicate needs, wants and wishes. Our curriculum strives to ensure all learners have the necessary skills and learning needed for their personalised next steps beyond Baytree School.

All Learners at Baytree School receive a tailored and personalised curriculum which is motivating, challenging and ensures all are developing the next steps on their learning journey.

Learning is delivered through learners EHCP outcomes via a broad, balanced, sequential and progressive curriculum which is based on a child-centred approach which enables every learner to be inspired, motivated, enjoy learning, make progress and achieve.

Through personalising the curriculum for every learner, we aim for all to acquire the knowledge, understanding and skills appropriate for their next best step.

At Baytree School we have high aspirations and expectations for all our learners.

Baytree Curriculum

Early Years Department

Play and exploration

Communication and language development
Physical development
Personal social and emotional development
Literacy/phonics
Maths
Understanding the world
Expressive arts and design
Play based curriculum
Outdoor curriculum

Middle School Department

Creative learning

Literacy/phonics
Maths
PSHE
PE
RE/SMSC
Science
Topic: Art/Music/Humanities
Outdoor curriculum – Forest School
Play and leisure
Employer encounters/visits

Upper School Department
Functional skills and preparation for adulthood

KS3-4

Literacy/phonics
Maths
PSHE
PE
RE/SMSC
Science
Topic: Art/Music/Humanities
Outdoor curriculum – Forest School
Leisure
Employer encounters/visits
Outdoor curriculum: Duke of Edinburgh Bronze award
Careers: employer encounters, work place visits, Work experience
Enterprise
Independent living skills

POST 16

Preparing for adulthood:

Employability, Independent living, Good health, Community participation

Functional English and Maths: EQUALS

PE

PSHE

Weston College link

Careers: work experience, employer encounters, work place visits, careers advisor

Independent living skills

Future planning

Travel training

AQA accreditation

Outdoor curriculum – leisure in the community

Curriculum and the learner

In addition to our **Golden Threads** of **Independence and Communication** all areas of learning in the curriculum are fundamental to learner's development to enable them to reach their potential. Topic areas offer breadth, balance and a wide range of opportunities and further enable learning in the core areas of independence and communication. It is through the topic areas that we develop cultural capital, supporting children to learn creatively and gather skills and experiences they need to share knowledge and achievements in the wider world.

Topics are planned and delivered on a half-termly basis, schemes of work are developed and reviewed by EHCP/Subject leads to ensure they meet the needs of all our learners. Teachers plan relevant, motivating and challenging learning opportunities and use topics as vehicles for learning which provide motivating, engaging and stimulating contexts.

Our curriculum is focused on meeting the needs of each learner and we achieve this by working in partnership with multi-professionals, families and each individual learner to co-produce ambitious medium and long term outcomes which are detailed within an individual learners EHCP. It is these outcomes that shape each of our learners personalised curriculums.

Each term has an overarching theme, providing a sequential pathway to acquiring experience, understanding, learning skills and knowledge.

Baytree Curriculum	
Strives to enable learners to...	by...
<ul style="list-style-type: none"> • Communicate choices, needs, wants, opinions and thoughts • Develop skills which enable and promote independence in a range of settings and environments • Be active learners • Develop social skills so they are able to develop relationships to engage and interact with others meaningfully • Become enthusiastic and successful learners who are challenged and motivated • Be curious, interested learners, who seek out and use new information to develop, consolidate, generalise and deepen their knowledge, understanding and skills • Be active and have a healthy lifestyle • Develop motor control and physical independence • Develop spiritual, moral, social and cultural values • Develop a sense of positive well-being • Transfer skills between home, school and the community 	<ul style="list-style-type: none"> • Developing and encouraging our learner's voice • Advocating for those who need it in a relevant and respectful manner • Utilising advances in technology to continue to develop learning and promote communication and independence • Actively involving parents, families and learners with a shared vision of their aspirations and achievements • Delivering a progressive, personalised and motivating curriculum for all learners • Supporting and developing a personalised transition from school to further education and community life

Our Early Years curriculum focus is on developing a learner's self-awareness, self-help skills, social interaction and communication skills through a play-based curriculum that encourages learning through exploration and immersive experiences. This equips our learners with the necessary skills needed to transition into our middle years' department where outdoor learning is a key part of our curriculum. It allows the learners to connect, explore and experience the world around them and transfer and apply their learning to 'real life' out in the community. Our curriculum ensures continuity and progression giving learners depth of learning as they progress through Baytree School.

The secondary curriculum models place a greater emphasis on developing specialist interests and building community links, moving towards preparing for adulthood. The focus is on continued progress for learners whilst supporting them through the emotional and physical changes associated with adolescence and growth.

This is extended further in Key Stage 4/5 when the curriculum focuses on extending independence, access and autonomy, building on learner's strengths and interests with relevant, personalised and ambitious accredited learning through AQA awards and Duke of Edinburgh awards. The curriculum celebrates learner's achievements whilst broadening experiences and deepening learning to ensure learners gain the necessary skills for their planned next step beyond Baytree School.

Pupil Voice

At Baytree School we are committed to ensuring the voice of every child is heard. Provision is child-centred, so it is essential that every learner has an active role in ensuring their curriculum meets their needs.

Learners have diverse ways of communicating and staff teams are dedicated to understanding and helping individuals to express their needs, thoughts, feelings and opinions. Staff work closely with children to ensure that they are acting as an advocate or listening for the underlying message, so that all learners are able to effectively share what they want to express.

Assessment and the learner

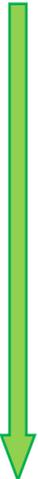
The curriculum model enables learning to be tailored to meet the developmental needs of each individual learner and they will access either the sensory curriculum or subject specific curriculum. Subject continuums and progression guidance supports the teacher to enable progress and plan next steps for the learner.

EYFS – Baytree DEYO document, learning journals

KS1-4 - MAPP, Routes for learning, Engagement scales

KS4 – Duke of Edinburgh Bronze Award

KS5 – MAPP, AQA accreditation personalised to the individual learner and following a progressive route

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- ✚ Learners working at an early developmental/sensory level are developing the foundations of communication, social interactions and cognitive processes and skills on which all future learning is built.
 - ✚ Learners then begin to develop more refined communication, cognitive and social interactions skills with greater intentionality and autonomy. They are beginning to use more formal and representative systems for language-based concepts, which may include symbols and signing as well as single words. Learners are developing a greater understanding of how their actions can impact on people and the environment.
 - ✚ Learners then start to secure early concepts such as colour, shape, size, position and number. They are developing more sophisticated understanding and use of language including combining words.
 - ✚ Learners work towards applying knowledge and are developing more formal, subject specific based knowledge and skills within the National Curriculum. They are learning how to use and apply the knowledge they have and make connections between concepts and ideas. They can communicate at conversational level. These learners will still need significant support to apply knowledge flexibly and in more than one context.

Depth and progression

Through careful and bespoke planning, learners make progress from their individual starting points by accessing a rich curriculum at Baytree School. Learner's learning across the curriculum is strengthened and deepened as they progress through the school from the Early Years to Key Stage 4 and into POST 16 where they plan for life beyond Baytree School. The curriculum offers all learners appropriate opportunities to practice, rehearse and generalise the skills they need.

Progress is often lateral and is about transferring knowledge and skills to new contexts. The purpose of our approach is that it allows learners to generalise their understanding and commit learning to their long-term memory. Emphasis on routine and structure enables learners to use more of their working memory in order to undertake learning tasks.

Learners have opportunities for building and consolidating knowledge and associated skills in each area of the curriculum through a personalised approach which focuses on each learner's EHCP outcomes. Learners are encouraged to apply their understanding, experience, knowledge and skills to their learning in order to strengthen cognitive connections. All learners build on the foundations of their prior learning in order to be able to develop a greater depth of understanding or transfer learning to new contexts.

Structure and sequencing of learning

The structure and sequence of learning is provided by progression guides, schemes of work, assessments and multi professional support. Teachers use these and an in-depth knowledge of the child to plan learning for learner's EHCP outcomes and across core and topic focused areas of the curriculum. This allows children repeated opportunities to practice, rehearse in many contexts and build on prior learning in order for the knowledge and skills they have acquired to be applied. Learners working at an applying knowledge level are learning how to use subject specific knowledge and skills flexibly and in different contexts.

At Baytree School we have high aspirations and expectations for all our learners.