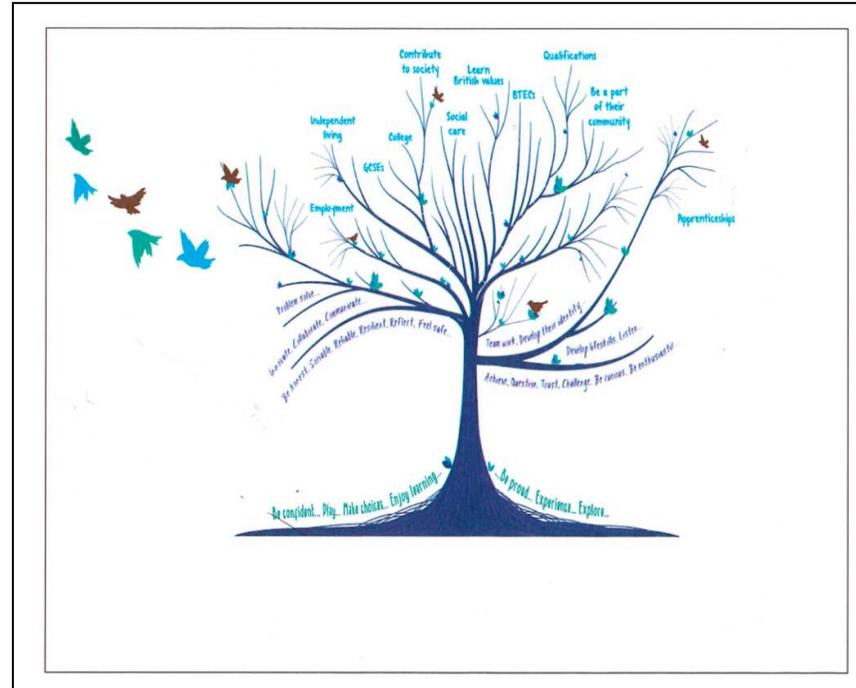


Wyre Forest School Curriculum & Progression Handbook



Our Curriculum & Progression Story....

As our learner group has changed over the last years, we recognised that our curriculum offer was no longer appropriate. We were determined to create a curriculum that matched the needs of our learners. To support this, we considered current levels of attainment, staff beliefs and parent/carer views around areas for development for the pupils. We also researched the curriculum offer from other special schools and reputable SEND advisors e.g. Peter Imray & Equals.

We felt that a primary and secondary organisational model, no longer met need. Based upon pupils' age-related working levels, we created a pathway approach. This now provides a curriculum offer individualised to each pathway, including the key areas of development appropriate to the level of learners e.g. following the National Curriculum in Pathway 4 and focused planning against EHCP target areas in Pathway 1.

To enable us to show progress against this very individualised approach, we created our own WFS Progression Steps. These encompass all the areas of development that we believe our learners need to enable them to be as successful and as independent as possible when they leave our school. They also feed directly into the National Curriculum and support wider development in our young adults, as they complete accreditation in the Post 14 and 16 pathways. Due to the individual nature of our curriculum and 'life after levels', we use an ipsative approach i.e., measuring progress against the individual child's previous levels, to measure progress.

Staffing structure to support Curriculum, Assessment, Achievement & Progress

Headteacher - Rebecca Garratt

SDHT Quality of Education – Jo Kehoe

Pathway Leaders:

Early Years – Charley Curtis

Pathway 1 – Laura Morris (AHT)

Deputy Leader - TBC

Pathway 2 – Emily Woodall

Deputy Leader - Sophie Machin

Pathway 3 – Zoe Wilkes

Deputy Leader – Rebecca Southall

Pathway 4 – Louise Calder

Post 14 & 16 Rebekah Thompson (DHT)

Deputy Leader (Post 16) – Emma Kallitsakis

Russell House – Carla Mole & Jemma Mole

Curriculum Leaders:

Independence – Rebekah Thompson (DHT)

Communication – Beverley Thorne (Communication Lead)

Mental Health & Wellbeing – Alison Hopkins (DHT)

Physical Development – Laura Morris (AHT)

Cognition & Learning – English Fran Phillips & Maths Nina Geithner-Hill

Play - Charley Curtis

Creative – Louise Calder

World About Us – Connor Smith

Outdoor Learning – Sam Harper

PSHE & RSE – Amy Scott

Computing & Online Safety – Dan Archer

Area Leaders:

Autism – Sue Jones

Intensive Interaction – Lucy Campbell

Curriculum Intent

Our curriculum intent is to truly ensure that we meet the individual needs of all children and young adults at Wyre Forest School and prepare them for their next stage in education, employment and adulthood. We do this within a safe and happy environment that enables all pupils to achieve. To enable us to provide a curriculum offer to match the needs of all learners, 3 years ago we reviewed our curriculum. We looked at current levels of attainment, staff thoughts about pupil need and parent views around areas for development for their child. We also researched the curriculum offer from other special schools and reputable SEND advisors e.g. Peter Imray & Equals. We felt that a primary and secondary organisational model, no longer met need. Based upon pupils' age-related working levels, we created a pathway approach (see [WFS CURRICULUM PATHWAY MODEL](#) below). This now provides a curriculum offer individualised to each pathway, including the key areas of development appropriate to the level of learners e.g. following the National Curriculum in Pathway 4, focused planning against EHCP target areas in Pathway 1 and living in a home environment for our Russell House residents.

Our curriculum model reflects the expected learner characteristics (see [WFS Learner Characteristics](#) below) and the curriculum and pathway provision (see [WFS Curriculum & Pathway Provision Overview](#) below) that we offer to support the developmental needs and our expectations of progress for our learners.

To enable us to show progress against this very individualised approach, we created our own Wyre Forest School Progression Steps (WFSPS). These encompass all the areas of development that we believe our learners need to enable them to be as successful and as independent as possible when they leave our school. They also feed directly into the National Curriculum and support wider development in our young adults, as they complete accreditation in the Post 14 and 16 pathways. Due to the individual nature of our curriculum and 'life after levels', we use an ipsative approach i.e., measuring progress against the individual child's previous levels, to measure progress. This curriculum model enables us to define levels by need and achievement, rather than age. It also reflects how formally each pathway will respond to the curriculum, moving from child led to a formal approach, when the pupils are ready.

WFS CURRICULUM PATHWAY MODEL

Our curriculum.....at WFS our pupils are based within pathways that are responsive to each learner, building upon and developing their individual strengths and areas for development. The curriculum across the school is progressive and meets priority needs within each pathway. Pupils will progress within the pathway and can move across pathways.

All learners will develop skills in the areas shown on the Curriculum Overview. The approach to this will vary within each pathway, at a level and pace appropriate to individual and group need. The WFS Curriculum Pathway Model below shows the working levels and needs of the pupils which determines their pathway.

Meeting the areas for development within each child or young person’s EHCP remains a priority. Well considered planning enables us to further embed meeting these needs within a daily curriculum, ensuring that each pupil makes as much progress and becomes as independent as they can, in readiness for life beyond WFS.

Leader for Curriculum - Senior Deputy Headteacher Jo Kehoe

- The pathways that pupils are placed in are determined by both levels of learning and wider individual SEND

EARLY YEARS	PATHWAY 1	PATHWAY 2	PATHWAY 3	PATHWAY 4	Post 14	Post 16	Russell House
Early Years, Pre-Formal & Informal Curriculum	Pre-Formal/ Informal Curriculum	Informal Curriculum	Semi-Formal Curriculum	Formal Curriculum	Pre-formal, Informal, Semi-Formal & Formal Curriculum	Pre-formal, Informal, Semi-Formal & Formal Curriculum	Pre-formal, Informal, Semi-Formal & Formal Curriculum
PMLD & SLD	PMLD & SLD	SLD	SLD	MLD & GLD	PMLD, SLD, MLD & GLD	PMLD, SLD, MLD & GLD	PMLD, SLD, MLD & GLD
Year Rec	Year 1 -14	Year 1 -14	Year 1-9	Year 1-9	Year 10-11	Year 12-14	Year 3 -14
Working levels 0-18 months	Working consistently and over time at 0-24 months	Working consistently and overtime at 12-36 months	Working consistently and over time at 36-60 months, including early National Curriculum skills	Working consistently & over time significantly below age related expectations within the National Curriculum	Across a range of Pathway 1-4 working levels	Across a range of Pathway 1-4 working levels	Across a range of Pathway 1-4 working levels
WFS CURRICULUM OVERVIEW							
WFS PS Communication & Interaction Sensory & Physical Cognition & Learning Social, Emotional & Mental Health Independence Play	Communication & Interaction Sensory & Physical Cognition & Learning Social, Emotional & Mental Health	Communication & Interaction Independence Mental Health & Wellbeing Sensory & Physical Play Cognition & Learning Creative Outdoor Learning	Communication & Interaction Independence Mental Health & Wellbeing Physical Wellbeing & Development Play Cognition & Learning The World About Us Creative Outdoor Learning	Communication & Interaction Independence Mental Health & Wellbeing PSHCE, RSE & Citizenship National Curriculum Subjects	WFS PS – Independence Communication & Interaction Mental Health & Wellbeing Physical Wellbeing & Development Online Safety (Cog & Learning) Accreditation dependent on pathway Preparation for Adulthood	Learning for Living Curriculum WFS PS – Independence Communication & Interaction Mental Health & Wellbeing Physical Wellbeing & Development Online Safety (Cog & Learning) Accreditation dependent on pathway Preparation for Adulthood	WFS PS focusing upon Independence, Communication & MHWB

WFS Learner Characteristics

Learners in **EARLY YEARS will present with characteristics of pathway 1 or 2 (pre-formal/informal learners). Information about these learners will inform which pathway they move into.

Pathway		Characteristics of Learner	Communication	Play Stage (Cognitive/Social)	Ability to Engage	Developmental Levels
PATHWAY 1	Pre-formal	Profound & multiple learning difficulties (PMLD)	Pre-intentional Anticipatory Intentional requesting	Cognitive: Unoccupied (free, undirected engagement with environment) Some early physical play Social: Unoccupied Solitary Some onlooker	Adult initiated engagement initially developing into self-initiation of intentional communication or action on the environment	EYFS 0-11 months Wyre Forest School Progression Steps (WFSPS) Pre-formal & Informal (P Scale 1-3ii)
	Informal	Severe Learning Difficulties (SLD) Complex attention & interaction needs.	Anticipatory Intentional requesting 1-2 key word	Cognitive: Physical play Play with objects Social: Unoccupied Solitary Onlooker	Fleeting engagement or a lack of meaningful engagement where persistence is good. Low levels of anticipation, exploration and realisation	EYFS 8-20 months WFSPS Pre-formal & Informal Engagement levels: responsiveness, curiosity & investigation (P Scale 3-4)
PATHWAY 2	Informal	Severe Learning Difficulties (SLD) Complex attention & interaction needs. Beginning to accept demand Solitary play	Intentional 1-3 key word	Cognitive: Physical play Play with objects Beginnings of symbolic & imaginative play Social: Solitary Onlooker Moving towards parallel & associative play	Shows higher levels of anticipation, exploration & realisation, beginning to self-initiate persistence at play activities	EYFS 8-20/16-26/22-36 months WFSPS Pre-formal & Informal Engagement levels: responsiveness, curiosity & investigation (P Scale 4-6)
PATHWAY 3	Semi-Formal	SLD Independently initiates meaningful engagement across a range of contexts and environments Some early subject specific learning in literacy, numeracy & PE	Intentional 3-4 key word	Cognitive: Physical play Play with objects Symbolic play (uses an object to represent another object e.g. banana as a phone) Pretend play Social: Parallel play (alongside another) Associative play (showing interest in what others are doing and include them in their play)	Shows higher levels of anticipation, exploration & realisation, building to good self-initiated persistence at play activities	EYFS 22-36/30-50 months WFSPS Semi-formal Pre-Key Stage Standards 1-3 Engagement levels; discovery, anticipation, persistence & initiation (P Scale 6-8)

Pathway Provision Overview

**Early Years classes will have a combined offer from pathways 1 & 2

Pathway		FOCUS	UNDERLYING APPROACH	ENVIRONMENT	ENGAGEMENT FOCUS	CURRICULUM AREAS	GENERALISED OUTCOMES
PATHWAY 1	Pre-formal	Early developmental skills Early Communication Therapeutic input Non-subject specific	Therapeutic sensory based adult led	Engagement motivators through activities, resources, people and places around school Planned offer to meet individual needs within the classes including sensory & physical resource/approaches	Persistence Anticipation Initiation Exploration Realisation	Communication & Interaction Sensory & Physical Cognition & Learning Social, Emotional & Mental Health	Autonomy across a range of contexts, through self-initiated communication or interaction
	Informal	Sensory regulation Communication & interaction Non-subject specific	Low demand play based approach facilitated by motivating environments		Persistence Anticipation Initiation Exploration Realisation	Communication & Interaction Sensory & Physical Cognition & Learning Social, Emotional & Mental Health	Parallel building to Associative play Tolerating low level demands
PATHWAY 2	Informal	Sensory regulation Communication & interaction Tolerating others including, parallel play building to shared attention and associative play Non-subject specific	Low demand play based approach facilitated by motivating environments		Persistence Anticipation Initiation Exploration Realisation	Communication & Interaction Independence Mental Health & Wellbeing Sensory & Physical Play Cognition & Learning Creative Outdoor Learning	Parallel building to Associative play Responding to demands to engage in work and play Ability to persist and meaningfully engage with learning outcomes beyond engagement. Self-initiation at motivating activities

PATHWAY 3	Semi-Formal	<p>Thinking & problem solving</p> <p>Social, collaborative play with shared attention</p> <p>Developing independence in daily tasks</p> <p>Beginning subject specific learning when ready at an individual pupil level.</p>	<p>Small group and play based approach facilitated by adult and motivating activities and environments</p> <p>Specific teaching of early reading strategies</p> <p>Functional play and learning</p>	Motivational resources offered through curriculum content and overarching themes.	<p>Persistence</p> <p>Anticipation</p> <p>Initiation</p> <p>Exploration</p> <p>Realisation-developed to the point of cross contextualisation across activities, social understanding and environments</p>	<p>Communication & Interaction</p> <p>Independence</p> <p>Mental Health & Wellbeing</p> <p>Physical Wellbeing</p> <p>Play</p> <p>Cognition & Learning</p> <p>The World About Us</p> <p>Creative</p> <p>Outdoor Learning</p>	<p>Cross-contextualisation of understanding across activities, resources, social understanding and environments</p> <p>Beginning to apply early literacy & numeracy skills.</p> <p>Become more independent in their own organisation and thinking</p>
PATHWAY 4	Formal	<p>Sequential learning of Year 1 National Curriculum subjects</p> <p>Continued development, at individual pupil level in communication, independence & mental health & wellbein</p>	Timetabled focussed teaching of subject areas	Motivational resources offered through curriculum content and overarching themes.	Persistence at adult & self-initiated learning.	<p>All National Curriculum Subjects</p> <p>Communication & Interaction</p> <p>Independence</p> <p>Mental Health & wellbeing</p> <p>PSHE, RE/RSE & Citizenship</p>	Be able to functionally apply learning
POST 14		<p>Building on, dependent on working levels plus <i>Preparing for Adulthood</i> (PfA) outcomes;</p> <p>Community</p> <p>Health</p> <p>Independent Living Skills</p> <p>Employment</p>	<p>Some timetabled teaching in focussed areas</p> <p>Activities within the community</p>	Motivational activities planned within the school site and the wider community.	As relevant to working levels	<p>PfA outcomes</p> <p>Accreditation relevant to working levels</p>	Being prepared for life beyond WFS

POST 16	Building on, dependent on working levels plus <i>Preparing for Adulthood</i> (PfA) outcomes; Community Health Independent Living Skills Employment Preparing for life beyond WFS	Some timetabled teaching in focussed areas Activities within the community	Motivational activities planned within the school site and the wider community.	As relevant to working levels	PfA outcomes Accreditation relevant to working levels	Being prepared for life beyond WFS
RUSSELL HOUSE	Independence Mental Health & Wellbeing Communication	Following a 24-hour curriculum	Activities based around living in the home and the local community offer	As relevant to working levels	Independence Mental Health & Wellbeing Communication	Dependent upon working levels Applying skills within a home environment Becoming more independent in their own thinking and actions

Throughout their time at WFS, pupils will experience a breadth of learning, even if they remain in the same pathway. Each pupil drives the direction and content of their own curriculum. Considerations about class groupings support this. Whilst there will be pathway themes, the planning, learning and delivery will differ between classes. Priorities based upon baseline information, including expected EHCP and Preparing for Adulthood (PfA) outcomes, pupils' age, need, motivation and learning style will inform the curriculum design.

Pathway Leaders hold regular discussions to ensure that there is joined up thinking, that enables each child to have a variety of learning experiences that build upon their prior learning.

The Wyre Forest School Governors and staff team remain committed to further developing the curriculum in a responsive manner that meets the needs of our ever-changing cohort of pupils and continues to reflect high quality teaching

To support the implementation of this curriculum a rigorous programme of CPD is planned to ensure that staff have the skills to enable our pupils to achieve. Monitoring within pathways and against curriculum areas highlights areas of strength to share and targeted training to further support pupil development e.g. responding to a 'critical friend' review from Peter Imray (February 2024), developing further upon our Pathway 1 and 2 offer through the use of motivators and developing teaching assistant skills in developing learning alongside the pupils, particularly through play.

Curriculum Implementation

Each class, within a pathway, design their curriculum in response to the current cohort of learners using the most appropriate curriculum framework and responding to pupil voice, to shape learning to motivate and inspire. The **Wyre Forest School Progression Steps (WFSPS)** set out the skills, knowledge and understanding that we believe a child needs to develop on their journey to life after Wyre Forest School. The **Early Years Foundation stage (EYFS)** sets standards for the learning, development and care of all children from birth to 5 years old. The **National Curriculum (NC)** determines the programmes of study that learners will follow, this would ordinarily begin when a pupil enters year 1 i.e., working at a 5-6 year old ability level. Each child at WFS also has an **Education Health Care Plan (EHCP)** from which **twelve-month targets** are set and embedded into each child's curriculum offer.

All learners at WFS will have their daily curriculum planned to support their EHCP needs and their working levels. For example, pupils in pathway 1 will have their curriculum planned from the **WFSPS**. Whereas pupils in pathway 4 will have their curriculum planned using both the **WFSPS** and the **NC**. (See **WFS CURRICULUM & ASSESSMENT WITHOUT LEVELS** below). Whichever pathway the pupils are in, teachers will assess and plan learning tracking forwards and backwards within the levels of to fill any gaps and to ensure that pupils have a deep and sustained understanding.

Whatever pathway the pupils are in, teachers and residential staff baseline learning against the relevant curriculum framework(s) to determine starting points and set targets that challenge the learners to ensure progress. They track forwards and backwards, ensuring that earlier development is achieved and built upon, and gaps are filled to ensure that pupils have a deep and sustained understanding. Thus, ensuring a personalised curriculum, at the correct level for each child or young adult.

Some pupils will move between pathways as their learning develops. Others may need access to learning from two pathways e.g., based in pathway 3 but have maths lessons with a pathway 4 class group.

To aid staff in supporting pupils moving between WFSPS and the National Curriculum subjects, curriculum leaders have created tracking documents showing earlier skills, knowledge and understanding as they build towards subject specific skills. This also helps with tracking backwards to rectify any misconceptions. Recently these have been particularly helpful when used by staff teaching pupils moving from maths based WFSPS into year 1 national curriculum, particularly where staff have not taught the National Curriculum before.

WFSP CURRICULUM & ASSESSMENT WITHOUT LEVELS

EARLY YEARS	PATHWAY 1	PATHWAY 2	PATHWAY 3	PATHWAY 4	Post 14	Post 16	Russell House
CURRICULUM OVERVIEW							
WFS S Communication & Interaction Sensory & Physical Cognition & Learning Social, Emotional & Mental Health Independence Play	WFSPS Communication & Interaction Sensory & Physical Cognition & Learning Social, Emotional & Mental Health	WFSPS Communication & Interaction Independence Mental Health & Well-Being Sensory & Physical Play Cognition & Learning Creative Outdoor Learning	WFSPS Communication & Interaction Independence Mental Health & Well-Being Physical Development Play Cognition & Learning The World About Us Creative Outdoor Learning	WFSPS Communication & Interaction Independence Mental Health & Well-Being PSHE, RSE & Citizenship National Curriculum Subjects	WFSPS Independence Communication & Interaction Mental Health & Wellbeing Online Safety (Cog & Learning) Accreditation dependent on pathway Preparation for Adulthood	Learning for Living Curriculum WFSPS Independence Communication & Interaction Mental Health & Wellbeing Physical Wellbeing & Development Online Safety (Cog & Learning) Accreditation dependent on pathway Preparation for Adulthood	WFSPS focusing upon Independence Communication & Interaction Mental Health & Wellbeing
ASSESSMENT OVERVIEW & RECORDING TOOLS							
12 Month Targets WFS PS Reading Assessment	12 Month Targets WFS PS Reading Assessment Careers & Transition Year 7 onwards	12 Month Targets WFS PS Reading Assessment Careers & Transition Year 7 onwards	12 Month Targets WFS PS Reading Assessment National Curriculum Careers & Transition Year 7 onwards	12 Month Targets WFS PS Reading Assessment National Curriculum Careers & Transition Year 7 onwards	12 Month Targets WFS PS -Independence Communication & Interaction Mental Health & Wellbeing Physical Wellbeing Online Safety (C&L) Accreditation: Pathway 3 - Entry level English & Maths OCR Life & Living Skills John Muir Award Pathway 4 – Entry level English & Maths Entry Level Science Healthy Living Pathway Creative Craft Careers & Transition	12 Month Targets WFS PS – Independence Communication & Interaction Mental Health & Wellbeing Physical Wellbeing Online Safety (Cog & Learning) Accreditation Life & Living Skills Entry Level 1-3 ASDAN AoPE/CoPE Level 1 Careers & Transition	Russell House Targets WFS PS
RECORDING & PROGRESS TOOLS							
Progress Evidence for Learning SONAR	Evidence for Learning SONAR	Evidence for Learning SONAR	Evidence for Learning SONAR	Evidence for Learning SONAR	Evidence for Learning SONAR	Evidence for Learning SONAR	Evidence for Learning SONAR

Assessment, Achievement & Progress at Wyre Forest School

(To be read in conjunction with [WFS Assessment, Achievement & Progress](#) document)

At WFS we recognise that effective assessment is essential to support the quality of learning, teaching, achievement, and progress of our pupils.

All pupils at WFS have an Education Health Care Plan (EHCP). We appreciate that all our learners are unique and start at different points, make progress at different rates and due to some conditions, even regress. Twelve-month targets are embedded in each child's curriculum offer. It is very difficult for us to compare outcomes for the whole school cohort, as learning and target setting is personalised to each pupil - ipsative. We strongly believe that informed planning, quality evidence, accurate assessment, open and honest moderation which leads to high quality teaching & learning for each individual child should be ongoing and meaningful. We do this to provide high quality teaching & learning that meets the individual needs of all learners and not as an add on activity to tick a box.

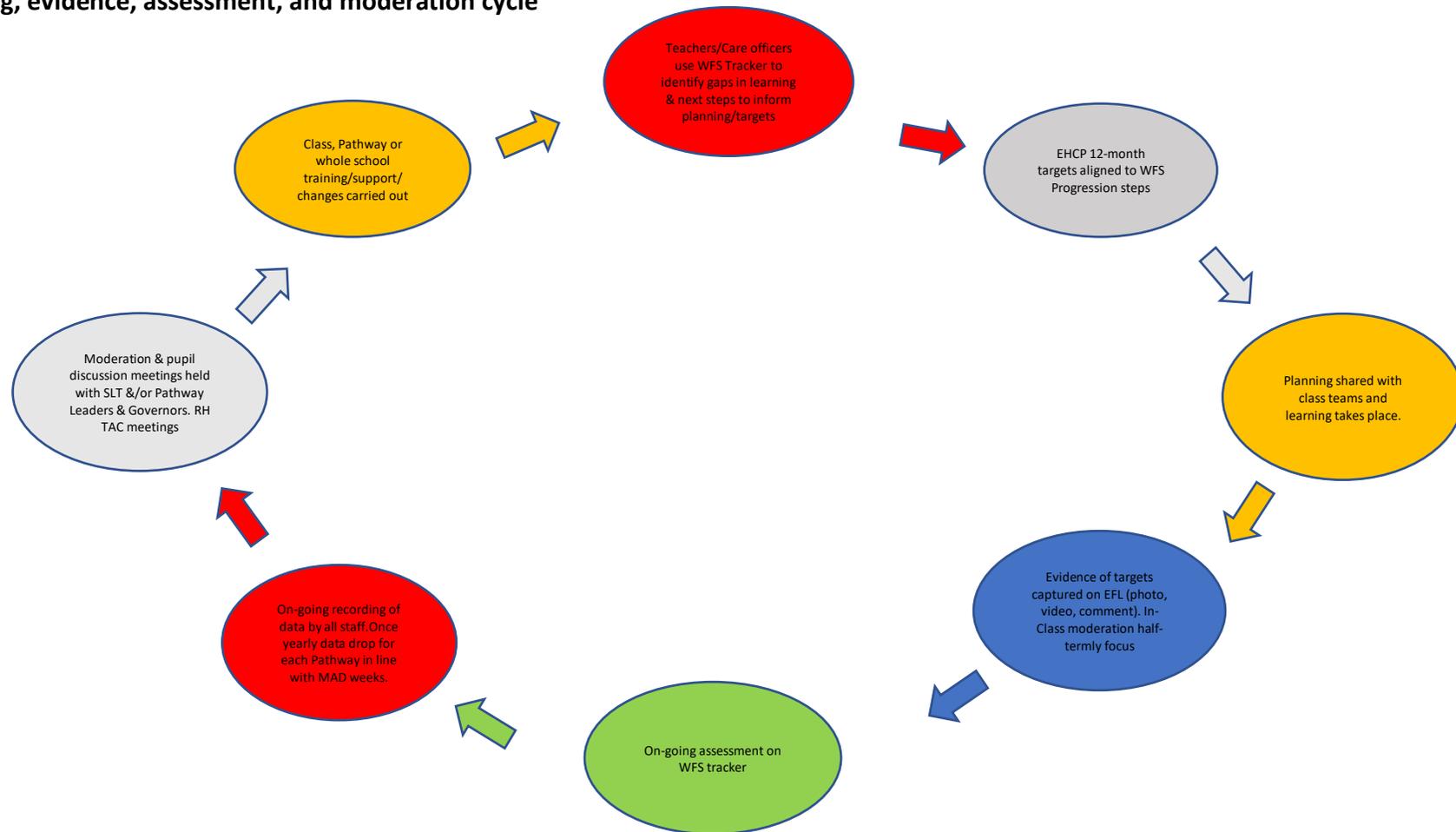
We use Evidence for Learning (EfL) to capture learning against the Wyre Forest School Progression Steps (WFSPS) and SONAR to assess progress against the WFSPS and the National Curriculum subjects.

Each Pathway has annual MAD Weeks (*monitoring & development* weeks) where Pathway Leaders work alongside SLT to carry out learning walks, lesson observations, learning journey/work scrutiny, moderation, progress data, pupil discussion meetings etc This creates both Pathway specific and whole school actions that feed into a comprehensive training programme for staff. Over a two year cycle, every Curriculum Area Leader works with the Senior Deputy Headteacher to monitor their subject area across the whole school which in turn creates both Pathway specific and whole school actions that feed into a comprehensive training programme for staff. As all children at WFS have an EHCP, they also have an annual review meeting where pupil voice is actively encouraged. Twice yearly parents' evenings are held and annual *reports* sent home in the summer.

We also report against the following statutory expectations: Reception Baseline Assessment RBA (within first 6 weeks of starting school, Yr2 Phonics Check, Engagement Model, Pre-Key Standards and KS2 (Yr6) SATS and KS2 timetable checks.

It is very difficult for us to compare outcomes for the whole school cohort, as learning and target setting is personalised to each pupil – ipsative. We strongly believe that informed planning, quality evidence, accurate assessment, open and honest moderation which leads to high quality teaching and learning for each individual child should be on-going and meaningful. We do this to provide high quality teaching and learning that meets the individual needs of all learners and not as an add on activity to tick a box.

Planning, evidence, assessment, and moderation cycle



Curriculum Area Monitoring

Curriculum leaders will carry out an area audit and action plan through discussions with staff at different levels, learning walks, Evidence for Learning analysis and moderation with Pathway Leaders, etc. They will collate their information and feed this back to SLT. Actions will be fed into the SEF, SDP, CPD and Pathway Leader Action Plans. This will then be monitored during MAD (Monitoring & Development) weeks.

Curriculum monitoring with Russell House staff will focus on Communication & Interaction, Mental Health & Wellbeing & Independence.

Yearly Cycle	AUTUMN	SPRING	SUMMER
2022-3		Play	Mental Health & Well Being Independence Outdoor Learning
2023-24	Communication Physical Development	World About Us Creative Cognition & Learning	Mental Health & Well Being Independence Outdoor Learning Play
<ul style="list-style-type: none"> • Leaders will continue to monitor yearly, using action plan targets as a guide – new outcomes will continue to feed into SEF, SDP, CPD & Pathway Leader action plans. • Communication, Independence & Cognition & Learning will have deeper reviews yearly, other areas will be two yearly 			
2024-25	Creative	Physical Development Communication Cognition & Learning	Mental Health & Wellbeing Independence
2025-26	Communication Physical Development Outdoor Learning	Cognition & Learning Play	World About Us Independence

- Strengths are celebrated whole school and good practice shared.
- Development areas could be for a class(es), pathway, curriculum area, whole school, or a combination there of.
- As we don't produce quantitative progress data, the record of the quality of evidence for moderation & pupil learning discussion and the pathway summary is
- vital to ensure we continually strive to reflect and improve practice for the children at WFS.

MAD (Monitoring & Development) Weeks

All monitoring will create good practice to share in the pathway or whole school and development points that need addressing quickly or require training or need to feed into the SEF. Monitoring will include pupil discussions, lesson observations, learning walks and conversations with Pathway Leaders regarding

any developments or progress from the curriculum monitoring activities. Monitoring will be led by Senior Deputy Headteacher and Pathway Leaders and will include the Headteacher and the wider Senior Leadership Team.

Learning walks, teacher observations and pupil discussions will celebrate strengths, build upon teachers' individual areas for development and look for a consistent pathway approach, meeting the current cohort's needs and those of the SDP.

Pathway Data Analysis

- HT & SDHT meet with Pathway Leader to discuss progress data, including progress of groups.
- Outcomes alongside prior MAD week information to determine focus of Pathway MAD weeks.

Pupil Learning Discussions

- SDHT & PLs to select pupils for discussion with individual teachers, including pupils from groups e.g. PP, FSM, LAC, RH, gender, etc, that may have been highlighted through recent monitoring.
- Curriculum Governors to attend one meeting per pathway.
- Learning journey from EFL (electronic) PDF produced for each child to focus upon quality of evidence and recording.
- WFS Tracker filtered to show individual pupils for that class and their progress within each curriculum area.
- Looking at planning alongside learning journey, EHCP and WFs Tracker to discuss strengths, vulnerable group specifics, development areas and next steps for whole pathway and individual staff.
- Evidence from each discussion recorded (see table below)
- Individual feedback from pupil discussion will be fed back to individual teachers, alongside their lesson observation to determine areas of strength to share and areas for development.
- Summary evidence will be shared with the pathway, SLT and governors.
- Summary findings will be fed into pathway action plans and the SEF & SDP.

Curriculum Impact

At WFS, the measure of success of our curriculum is the ipsative progress each child has made, and that each child is prepared for adulthood and acquire the culture capital i.e. the knowledge needed to prepare them for future success and be educated citizens in their life beyond WFS.

Evidence to reflect this, impact will be shown through a range of indicators that enables us to capture the full picture of pupil progress including.

- Twelve-month targets from EHCP outcomes
- WFS Progression Steps
- The Engagement Model
- Behaviour data – Individual Behaviour Plan progress
- WFS Provision Map outcomes – showing success against interventions
- Externally accredited courses e.g., entry levels and Level 1 & 2 courses
- Careers & Transition Framework
- John Muir Awards
- Destination data

Our pathway model provides the framework that enables the pupils to access the appropriate range of opportunities to develop their learning at the correct level to allow them to make as much progress as possible.

Monitoring success against the curriculum is achieved at a range of levels. Staff teams, continuously discuss progress for individual pupils against both curriculum and twelve-month targets, including gaps in learning/development and planning activities to best achieve next steps. The staff at WFS are highly skilled and professional, and due to this, we do not dictate how much evidence is required for each progress step. However, teachers are very clear about intended outcomes for each child across a term or half-term, in terms of the curriculum content they are following and the longer term EHCP targets they are working towards. Learning Walks, planning and learning scrutinies led by SLT, pathway and/or curriculum leaders ensure that this is consistently maintained across the school. This information is viewed alongside triangulation of available data and assessments, multi-agency reports and pupil and parent/carer voice.

At WFS we work closely with parents /carers to plan the best approach to support individual pupil progress. Information and requests for support form an essential part of this process. Success against targets or positive, or just fun incidents involving their child can be shared as they happen, through Marvellous Me and Evidence for Learning (EfL). Where parents/carers want a particular aspect of their child's development focused upon to support their family life, staff work with them to achieve this.

Parents/Carers can discuss their child's progress, more formally, at both annual review meetings and parents' evenings, where evidence of learning and development are shared using EFL, subject workbooks and course work.

Accreditation level considerations

AT WFS we continually strive to support learners to achieve as highly as possible during their time in school. Where possible, pupils will follow accreditation at their working levels. The *National Literacy Trust* website (2020) states the following:

The government's 2011 Skills for Life survey defines literacy across five levels:

- *Entry Level 1 is equivalent to literacy levels at age 5-7. Adults below Entry Level 1 may not be able to write short messages to family or read a road sign*
- *Entry Level 2 is equivalent to literacy levels at age 7-9. Adults with below Entry Level 2 may not be able to describe a child's symptoms to a doctor or read a label on a bottle.*
- *Entry Level 3 is equivalent to literacy levels at 9-11. Adults with skills below Entry Level 3 may not be able to understand labels on prepackaged food or understand household bills.*
- *Level 1 is equivalent to GCSE grades 3-1. Adults with skills below Level 1 may not be able to read bus or train timetables or understand their pay slip.*
- *Level 2 is equivalent to GCSE grades 4-9. Adults with skills below Level 2 may not have the skills to spot fake news or bias in the media.*

Using this information as a guide at WFS, if a pupil in Year 6 is working in Pathway 4 at Year5/6 in a specific subject, we would endeavor to support them in gaining a GCSE, in that subject area. This may be supported through alignment to a local secondary school, possibly from year 7 onwards, in that area of learning.

WFS PATHWAYS

Early Years (Apple, Lemon & Orange Class)

Our WFS Early Years Department consists of 3 Reception Classes where pupils are usually working within 0-18months on entry to school. We are based in the Orchard Building, where we have access to our own playground, outdoor learning area and sensory room. We also have access to the facilities in and around the main school site. Each classroom has free-flow access to their own individual outdoor area.

Intent

By the end of reception, we aim for our pupils:

- To develop a functional way of communicating their needs and wishes.
- To develop effective relationships and interaction with others.
- To be motivated and inspired to engage in a range of learning experiences.

Implementation

Our Curriculum

The EYFS at Wyre Forest School is developed within our Reception Classes and we cover the seven areas of learning. The table below demonstrates how our Wyre Forest Progression Steps align with the EYFS Development Matters. Terminology used throughout the curriculum map may differ slightly from the EYFS, but the learning is much the same. At WFS, we also recognise the importance of engagement, play, and exploration in children's learning and development, and we believe that communication is the over-arching area of development on which pupil progression and success depends upon. We value and recognise the Characteristics of Effective learning, and plan opportunities to promote these in our daily offer.

Characteristics of Effective Learning
Playing and Exploring – children investigate and experience things and 'have a go'
Active Learning – children concentrate and keep on trying if the encounter difficulties and enjoy achievements
Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

EYFS	Wyre Forest School Progression Steps
Prime Areas	
<p>Communication and Language</p> <ul style="list-style-type: none"> ● Listening, Attention and Understanding ● Speaking 	<p>WFS Communication and Interaction</p> <ul style="list-style-type: none"> ● Encounter ● Awareness ● Attention ● Response ● Engagement ● Participation ● Involvement ● Speaking ● Listening <p>Play</p> <ul style="list-style-type: none"> ● Solitary ● Exploratory ● Functional ● Relational ● Parallel ● Shared ● Structured ● Imaginative
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> ● Self – regulation ● Managing self ● Building Relationships 	<p>Mental Health and Well-being</p> <ul style="list-style-type: none"> ● Feelings and emotions ● Relationships ● Sense of self <p>Independence</p> <ul style="list-style-type: none"> ● Travel Training (Transitioning) ● Life Skills
<p>Physical Development</p> <ul style="list-style-type: none"> ● Gross motor skills ● Fine Motor Skills 	<p>Physical Well-being and Development</p> <ul style="list-style-type: none"> ● Exercise and rest ● Body awareness ● Fine Motor Development ● Gross Motor Development <p>Independence</p>

	<ul style="list-style-type: none"> • Personal Care • Eating and Drinking
Specific Areas	
Understanding the World <ul style="list-style-type: none"> • Past and present • People, culture and communities • The natural world 	The World About Us <ul style="list-style-type: none"> • The world about me • People and communities • Technology and Computing Outdoor Learning
Expressive Arts and Design <ul style="list-style-type: none"> • Creating with materials • Being imaginative and expressive 	Creative <ul style="list-style-type: none"> • Art • Dance • Music
Literacy <ul style="list-style-type: none"> • Comprehension • Word Reading • Writing 	Cognition and Learning <ul style="list-style-type: none"> • Problem scenarios • Literacy • Maths
Mathematics <ul style="list-style-type: none"> • Number • Numerical Patterns 	

WFS EYs Offer as a priority includes:

- Structured care routines e.g., intimate care, snack times, lunch times.
- Play-Based Approach – teachers will plan effective continuous provision that is based on pupil’s individual targets and interests.
- Adult led activities – teachers will plan opportunities based on pupil’s individual targets.
- Total Communication Approach e.g., Visual Timetables, OOR, PECS, ALDs, Now and Next boards, Sign along.
- Movement times with incorporated OT support.

Embedding the three **prime areas**, across the Early Years underpins everything that we do. We aim for pupils to develop their ability to interact and communicate with others, to support their emotional well-being and nurture their ability to self-regulate and to ensure that pupils become as physically independent as they can be. Our staff team know the value of the skills that can be developed and the opportunities we can provide to enable this to happen. Additionally, through teaching the **specific areas** we aim to develop pupils’ engagement and interest within activities which is fundamental for progress to be made.

The Curriculum Map:

Our Early Years Curriculum Map has been developed using our Wyre Forest School Progression Steps, which are closely aligned to the Early Years Foundation Stage Development Matters. It is designed to offer a broad and balanced curriculum coverage, over pupil's first year in school. However, the vast majority of pupil's learning is planned for individually. We are flexible in our planning, to ensure that we meet individual needs and interests, as they occur. We also prioritise the 4 main areas of learning set out in EHCPs; Cognition and Learning, Communication and Interaction, Physical and Sensory and Social, Emotional and Mental Health

Impact:

At WFS we recognise that all our pupils are individuals and will develop at their own rate and in their own way and we therefore expect that the progress they make towards learning outcomes will look different for each of our pupils. Our pupil's journey will be recorded using Evidence for Learning and this allows us to capture the learning and progress that has taken place for the individual child. The analysis of Sonar data allows classes to highlight gaps and plan forward from this. We know that children learn through play, and child-led learning, which is at heart of our curriculum. When pupils leave reception, staff carefully consider individual needs to ensure that they enter the appropriate pathway as the go to year 1.

Pathway 1 (Pre-Formal Curriculum – 0 - 24 months)

Pupils within Pathway 1 may have profound and multiple difficulties (PMLD), a range of complex needs and are at very early levels of development. The key areas of learning within the curriculum have been planned to support this very early development are aligned to the four EHCP areas whilst still being respectful of pupils' age and relative needs.

Intent:

The pupils will access a curriculum which is comprehensible and meaningful to them and enables them to develop a sense of security in the school environment. The focus is upon developing a sense of self and enabling them to establish positive relationships with others, to proactively explore the world around them, gaining environmental control skills. All pupils will be given maximum opportunities to achieve the highest level of independence possible and be supported in preparation for life beyond WFS.

Implementation:

Our curriculum focuses on the pupil's priority needs within the four areas of learning. This ensures the pupils receive a bespoke curriculum which is purposeful and appropriate for them. These priority areas are planned for using the WFSPS, the pupils 12-month targets, SaLT targets, and where appropriate, Physiotherapy targets.

To enable a broad and balanced curriculum, we use thematic units of work which focus on the four areas of learning. These units of work were created using the WFS Progression Steps and are used as a starting point to plan engaging activities for the pupils. Pupils are given opportunities to lead their own learning when accessing these activities whilst adults scaffold their learning to ensure they maintain and develop their skills. Teachers track these skills, and their level of engagement, and plan next steps to ensure development is achieved and built upon.

Using the principles of **The Engagement Model**, staff realise that unless a pupil is motivated by or engages in an activity, they are unlikely to develop new skills, concepts or knowledge. The pupil's engagement is recorded against the five areas as outlined in the engagement model. Each pupil in pathway 1 has an engagement profile, these profiles highlight the nuances of response and behaviour a pupil displays when they are most engaged. Alongside this, we also record pupil's motivators in terms of Activities, Resources, Environments, Levels of Support and Times of the Day to develop our environments and approaches to create the maximum potential for learning for individual pupils.

Impact:

Within pathway 1, pupils are taught in an environment which celebrates their individual needs, and because of this, pupils make progress within areas of learning which are a priority for them. This learning is captured through written observations which are evidenced against relevant targets (WFS progress steps/twelve-month targets/SaLT/Physio targets). These observations enable the adults to capture planned or incidental learning which is achieved through our engaging classroom and school environment. The observational evidence supports the adults to evaluate progress and enables the teacher to plan next steps to build upon prior learning.

The Curriculum Map:

The curriculum map ensures Pathway 1 has a broad and balanced non-subject specific curriculum content which supports pupils to achieve the highest level of independence possible in preparation for life beyond WFS. The four-year rolling programme incorporates a thematic approach.

Teachers use the curriculum map to ensure pupils receive a broad and balanced curriculum. However, teachers have the autonomy to create individualised targets and follow pupil's interests which differ from the learning areas and themes set out in the curriculum map. This is because it is essential pupils are engaged for them to develop new skills, concepts, and knowledge.

Pathway 2 (Informal Curriculum - 12-36 months)

Pupils within Pathway 2 may have severe and complex learning difficulties. These pupils follow the same curriculum as Pathway 1, building upon the early levels of learning. As the pupils progress, planning for the curriculum will focus upon wider aspects of the Wyre Forest School Progression Steps. The teaching approach will begin to include more group work and range of learning opportunities happening at the same time as the pupils develop their readiness for learning.

Intent:

The pupils will access a curriculum that enables them to develop a sense of security in the school environment, which is comprehensible and meaningful to them. The focus is upon enabling them to establish positive relationships with others, to proactively explore the world around them, develop capacity to regulate their emotions and to develop their communication skills to enable them to express their wants and needs to others. Pupils are immersed in early skills within activities that are motivating and purposeful to them to promote high levels of engagement and progress. All pupils will be given maximum opportunities to achieve the highest level of independence possible and be supported in preparation for life beyond WFS.

Implementation:

Our curriculum focuses on identifying priority areas of need for the individual learner to enable a purposeful and appropriate curriculum to be offered to them. These priority areas are then planned against to enable pupils develop skills in these areas, with links to the pupils 12 month targets, speech and language targets and the WFS progression steps. To enable a broad curriculum offer, we use thematic units of work. These units of work are created using the WFS Progression Steps and are used as a starting point to plan engaging activities for the pupils. Activities are set up around the environment which reflect on the pupils' interests and the skills they are focusing on to promote engagement, progress and independence. Pupils are given opportunities to lead their own learning when accessing these activities whilst adults scaffold and support to enable pupils to progress their skills further. Pupils may access these activities in small groups, whole group or on a one-to-one basis, dependent on their learning style and the skill being taught. Skills are revisited and practiced often to ensure pupils are able to embed their learning through a range of meaningful and relevant experiences. Adults record and track the pupils learning in both planned for focused learning and child led exploration, including their level of engagement, and then plan next steps to ensure progress is achieved and built upon.

Impact:

Pupils in Pathway 2 are taught in an environment which celebrates their individual needs, and because of this, pupils make progress within areas of learning which are a priority for them. Pupils revisit the skills being learnt to enable them to embed these, generalise them and develop both confidence and independence when encountering problems relating to them. This learning is captured through written observations which are evidenced against relevant targets (WFS progress steps and their 12 month targets). These observations enable the adults to capture planned or incidental learning which is achieved through our engaging classroom and school environment, which reflects pupils' interests and motivators. The observational evidence supports the adults to evaluate progress and enables the teacher to plan next steps to build upon prior learning.

Pathway 3 (Semi-Formal Curriculum – 36 - 60 months)

Pupils within Pathway 3 will have severe to moderate learning difficulties and/or autism. Pupils will continue to develop early learning skills at the appropriate level, further developing their independence. Where pupils are ready they will begin National Curriculum subject learning.

Intent;

The intention of the curriculum in pathway 3 is to develop and build on basic level skills that are going to provide pupils with the knowledge, understanding and independence to support them in furthering their learning towards National Curriculum expectations. We tailor the learning to meet individual needs, encompassing pupils' 12 month targets. We focus upon pupils being able to achieve success within skills independently and increasingly requiring less adult support.

Implementation:

We provide this curriculum through engaging activities to allow pupils to repeatedly practise their skills in different situations, environments and with different adults. Allowing them to deepen and widen their understanding and to achieve independence in the skills. In some of the lessons pupil work in a semi-formal style, where there is a mixture of activity types such as play, work at the tables, independent exploration and more formal tasks. Throughout the sessions pupils move around the classroom and are directed to different tasks that are delivered or are set up to be completed. Other lessons are delivered in a more formal style and as a whole class. Staff use the WFS progression steps to assess where a child is working at and see where the next steps in their learning will be, and activities are tailored around this.

Impact:

This curriculum allows the pupils to become more independent and being able to work on a single skill in a variety of situations This embeds learning further and allows concrete understanding. The repetition of skills ensures that learning is maintained rather than lost. The focus is on the development of the whole child at an individual level, and this allows for gaps to be bridged and secure the foundations of learning before moving their thinking forwards.

The Forest Class – based alongside a pathway 3 broad offer

Pupils within The Forest arrive at WFS with an EHCP that reflects their SEMH, attachment and/or early childhood trauma needs. An individualised approach to the curriculum supports their ability to be with others, understand and regulate their own emotions and enjoy school life. Alongside this, as they are ready to access learning, pupils will follow the WFSPS and, where relevant the National Curriculum.

Within the Forest, the THRIVE Approach  is key to all we do. The staff team work closely with pupils, parents/carers and Multi-Agency teams to ensure all pupils are developing their social, emotional and mental health and that they are regulated in order to achieve the best possible curriculum access. With recent advances in Neuro-Science, Attachment Theory and Child Development, we feel that this approach provides a crucial element of curriculum for our learners. The approach can provide optimal social and emotional development and can offer a targeted way to support pupils who may have struggled with difficult life events to help them re-engage in life and learning.

Intent:

We aim to support our pupils understand how they are feeling, why they might have these feelings and work with them to experience and use strategies to support them from being overwhelmed by strong emotions. We help them process, work through and make sense of what is happening for them. When we are steady and regulated then we are in a place where we can take on new learning, make progress and thrive.

Implementation:

We provide access to emotionally available adults, who believe in the child, relate to them with compassion, empathy and unconditional positive regard. Structure and boundaries provide a safe environment for our children to experience connection, relational, regulatory and reflective activities and opportunities.

Impact:

Through observations of progress using both the WFS Progression Steps, National Curriculum, positive behaviour support (BILD) and Thrive assessment and outcomes, children will be more able to:

- trust and build relationships
- feel safe in school
- access and engage in learning in school
- develop a secure sense of self and belonging in school
- to be more hopeful, capable and confident

Incidents of negative behaviour will reduce allowing the pupils to access and engage more in the curriculum therefore increasing their ability to learn.

Pathway 4 (Formal Curriculum - working within National Curriculum Levels)

Pupils within Pathway 4 are working within National Curriculum levels and any gaps in learning and development in earlier levels will also be planned for. The approach to learning will become increasingly formal, although learners will still work towards achieving the more holistic, non-subject based skills within the WFSPS, to enable them to develop skills for adulthood.

Intent:

The curriculum will be planned in a way that engages the pupils, enabling them to meet National Curriculum expectations. Teachers will plan for a broad and balanced coverage of subjects, prioritising deep learning of early skills and ensuring progress against twelve-month and EHCP targets. We endeavour to prepare all our pupils for adulthood by using the Wyre Forest Progression Steps and careers programme to ensure all pupils develop skills, knowledge and understanding to prepare them for life beyond WFS.

Implementation:

Within Pathway 4, pupils follow National Curriculum subjects and also continue with their wider development, through the WFS Progression Steps and their twelve month targets. Pupils follow a unit of work based on a theme. This unit of work will develop skills from the National Curriculum and also the Wyre Forest Progression Steps. A unit of work may continue for a half term, a term or anywhere in between, depending on the pupil engagement and progression of each pupil.

In lessons, pupils work in a formal style - at a table with a teacher or teaching assistant supporting, there is also an independent task happening in each lesson too. Pupils work through a carousel of activities in a lesson to develop skills and broaden their understanding independently or with different staff to support.

Impact:

The curriculum enables our pupils to develop their skills at an independent level, in a variety of situations. The curriculum prepares pupils for adulthood and life beyond WFS. The units of work allow for repetition of skills to consolidate and ensure skills are maintained. The focus of the curriculum is the child at the centre of the learning and this allows staff to identify any gaps in learning and be able to implement and teach these in an individualised approach.

All staff, in each class will record using photos and video on EFL against National Curriculum objectives, relevant targets, and incidental learning that has been achieved through the opportunities created in class and the wider school. Progress is recorded on the WFS Tracker to allow staff to analyse gaps in learning and plan forward from this.

Post 14 (Years 10 & 11)

Post-14 pupils continue learning within their relevant pathways, with an increased focus on preparing for their future destinations and entering adulthood.

	Post-14 Pathway 1&2	Post-14 Pathway 3	Post-14 Pathway 4
	Years 10-11 (0-36 months)	Years 10-11 (24-60 months)	Years 10-11 (5 years +)
Intent	At post-14, pupils in pathways 1 and 2 build on the intentions of their prior learning with a focus on having experiences and developing skills that are relevant and purposeful to them as they develop into young adults. They may become more established at following routines and accessing these with increasing independence, given their individual starting points. They will be supported to develop their communication in a wider variety of environments, including those in the community, preparing them for their next steps towards their adult lives.	At post-14, our pathway 3 curriculum places a greater emphasis on equipping our young people with the skills required to make the next steps on their transition to adulthood and increasing independence. Learning is planned to support pupils in shaping and developing their own interests and aspirations. Pupils develop a practical understanding of how the skills they have learned within the classroom are relevant to the wider community and their adult lives.	The aspiration for post-14 pupils in pathway 4 is to work towards gaining the skills required to live as independently as possible and gain paid employment. Following on from their National Curriculum learning, pupils follow nationally accredited subject specific courses. These qualifications, alongside wider development, equip pupils with the skills needed to access their chosen next course of study.
Implementation	The curriculum is comprised of thematic units of work using WFSPS and 12-month targets as a starting point to develop engaging and purposeful learning opportunities. In addition to this, opportunities are	Post-14 pupils in pathway 3 continue to develop their knowledge and understanding through a themed approach, the themes being relevant to an everyday teenage context. Opportunities are	Pupils in post-14 Pathway 4 are likely to aim for FE courses or work-based training either post 16 or after a placement in sixth form. They follow accredited Entry Level courses taught by subject specialist teachers thus equipping them with

	planned for pupils to work towards their EHCP outcomes, SALT and physiotherapy targets. SONAR identifies the gaps in learning for individuals and groups. Adults continue to scaffold learning and support pupils to progress key skills with a large focus on developing their independence, so they are prepared for life beyond school.	planned for pupils to gain 'real life' experiences and apply their knowledge through 'real life' activities. The curriculum is designed to meet the needs of the individuals, through the WFSPS and 12-month targets, and delivered on the whole by the class teacher. Where assessed as able to do so, pupils work towards gaining Entry Level 1 Maths and English.	breadth of knowledge and allowing opportunities for achievement at the highest possible level. Personal development and Preparing for Adulthood targets are supported through the wider curriculum, including the WFSPS and 12-month targets. Engagement with a range of post-16 providers and employers ensures that pupils are equipped with the knowledge required to make positive and informed decisions about their next steps.
Curriculum	Thematic units of work based on WFSPS. Pathway 1 and 2 - Communication and Interaction - Cognition and Learning - Physical and Sensory - Social, Emotional and Mental Health Pathway 2 - Outdoor Learning - Creative - The World Around Us - Independence	- Independent Living - Healthy Living - Functional skills - My Community - The World About Us - My Future	- English - Maths - Science - PE - Creativity (Design Technology & Art) - Healthy Living (PE and Food Tech) - My Future - My Community - Digital Literacy - PSHE - RSE
Accreditation Opportunities		Pearson Entry Level English Pearson Entry Level Maths OCR Life and Living Skills units John Muir Award	Pearson Entry Level English Pearson Entry Level Maths OCR Entry Level Science WJEC Healthy Living Pathway NCFE Creative Craft
Impact	Learning is captured through written observations which are evidenced against WFSPS and 12-month targets and tracked using SONAR. These observations enable the adults to capture planned or incidental learning which is achieved through our engaging environment. The observational evidence supports the adults to evaluate progress and enables the teacher to plan next steps to build upon prior learning. In addition to this, progress discussions with teachers, pathway leaders and senior leaders takes place during the annual monitoring cycle.	Evidence of progress towards WFSPS and 12-month targets is recorded using evidence for learning and tracked using SONAR. Progress towards accreditation is recorded using EFL where it is the most efficient tool to meet the moderation requirements of individual examination boards. Where appropriate, pupils are fully involved in monitoring their own learning and identifying next steps. Progress discussions with senior leaders takes place during the annual monitoring cycle. Internal and external moderation procedures assess progress towards accredited courses. Destinations of pupils at the end of year 11 are tracked for 3 years and shared with the local authority.	Evidence of progress towards WFSPS and 12-month targets is recorded using evidence for learning and tracked using SONAR. Progress towards accreditation is recorded using EFL where it is the most efficient tool to meet the moderation requirements of individual examination boards. Where appropriate, pupils are fully involved in monitoring their own learning and identifying next steps. Progress discussions with senior leaders takes place during the annual monitoring cycle. Internal and external moderation procedures assess progress towards accredited courses. Destinations of pupils at the end of year 11 are tracked for 3 years and shared with the local authority.
Assessment	SONAR is used to track progress towards the WFSPS. Evidence for Learning is used to record evidence towards:	SONAR is used to track progress towards the WFSPS. Evidence for Learning is used to record evidence towards:	SONAR is used to track progress towards the WFSPS. Evidence for learning is used to record evidence towards:

	<ul style="list-style-type: none"> - 12-month targets - WFS Progression Steps (incl Communication) - Reading Assessment 	<ul style="list-style-type: none"> - 12-month targets - WFS Progression Steps (incl Communication) - Pearson Entry Level 1 Maths and English or OCR units where appropriate 	<ul style="list-style-type: none"> - 12-month targets - Selected strands of the WFS Progression Steps (Communication, Independence, Mental Health and Well-being, Physical Well-being and Development, Technology and Computing) - Assessment towards accreditation follows the requirements of the exam boards.
Careers & Transition	Each pupil's careers journey from year 7 onwards is recorded on Evidence for Learning using the Careers and Transition framework. The WFS Careers Strategy details how 'careers and transition' is delivered throughout the curriculum. On-going advice and support is provided by the Careers and Transition advisor		
Predicted next Destinations	WFS Post 16	WFS Sixth Form	WFS Sixth Form Further Education College Training

Post 16 (Years 12,13 & 14)

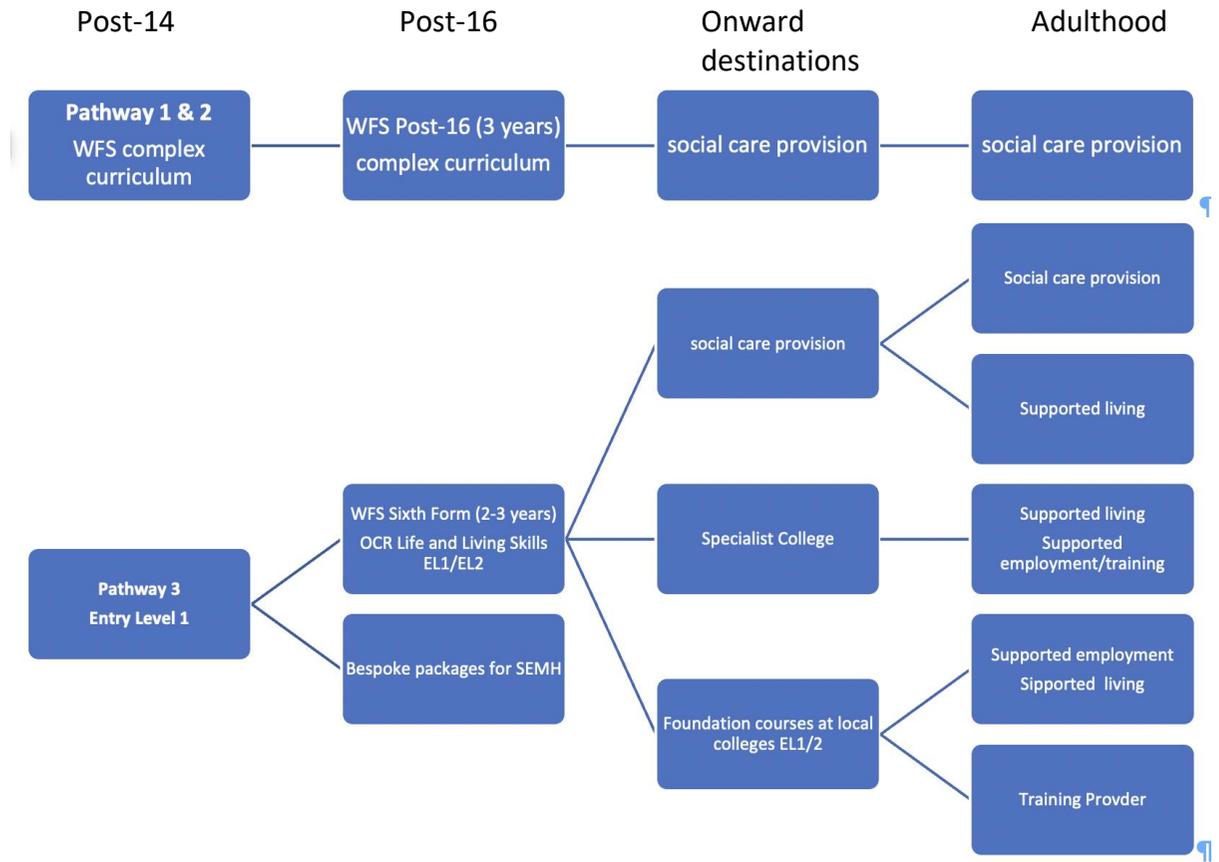
1-3 year placement at WFS depending on need and aspiration

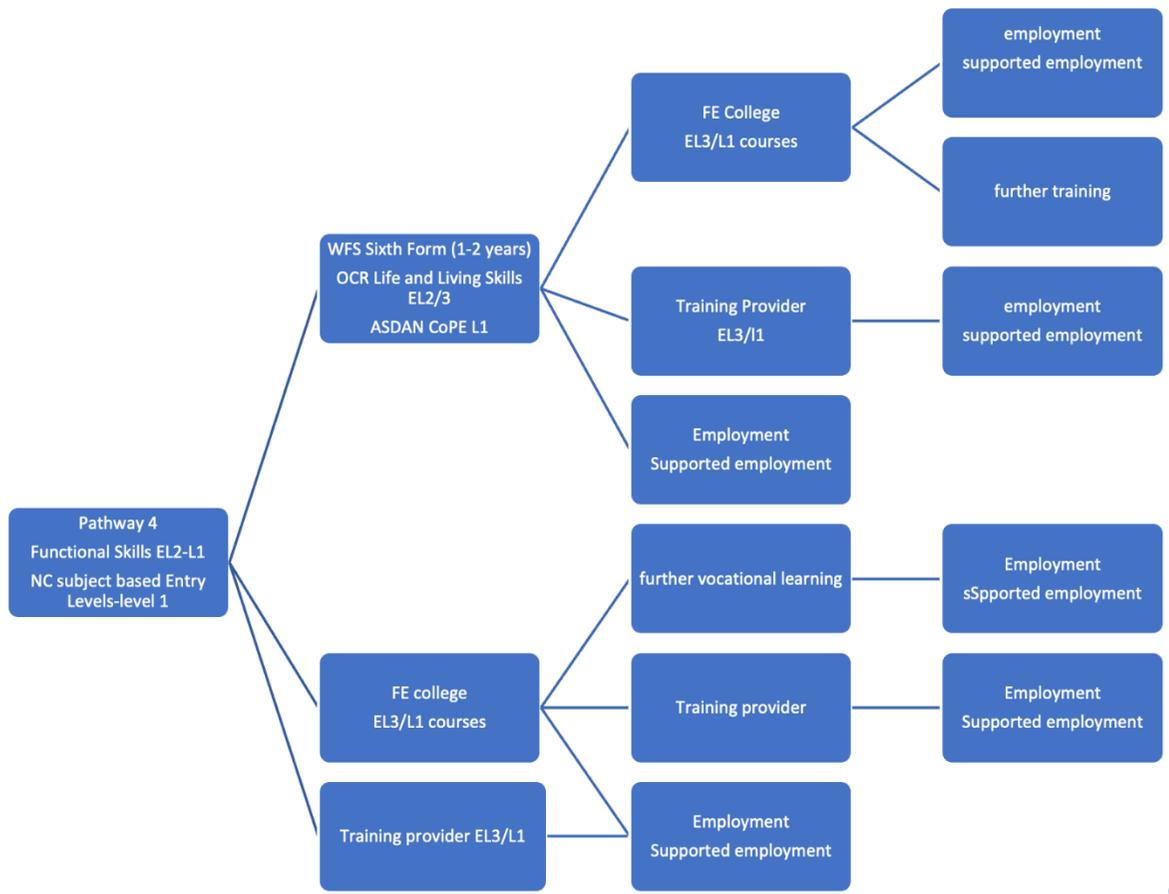
Intent	Our goal in sixth form is to empower our young adults to make informed decisions as they take the step into life beyond school. We aim to prepare them to become active participants in, and contributors to society and achieve the highest degree of personal independence. An individualised approach allows flexibility to meet the aspirations and strengths of each student. Through carefully constructed participation in vocational learning and community, pupils gain confidence and a clearer sense of identity.
Implementation	Learning in sixth form allows for the development of pupils' existing skills, enabling them to be applied in functional everyday contexts. Learning takes place both on-site and off-site in a range of community and vocational settings. Visits to work places and further education establishments, as well as work experience opportunities, provide pupils with first hand experiences to assist their transition. A range of life skills accreditations are planned to ensure that individuals gain accreditation at a level higher than previous attainment. Further certification opportunities are available to support individuals in achieving their aspirations for employment and PFA targets.

Curriculum	<p>WFS Learning for Living Curriculum:</p> <ul style="list-style-type: none"> • Functional Skills • Independent Living Skills • Vocational skills: horticulture and hospitality • Healthy Living & Well- Being • Life Beyond School (transition planning) • PSHE and RSE • Enterprise
Accreditation	<ul style="list-style-type: none"> • OCR Life and Living Skills Entry level 1-3 • ASDAN AoPE/CoPE Level 1
Impact	<p>Progress towards academic and personal targets is tracked using evidence for learning and exam board procedures. Where appropriate, pupils are fully involved in monitoring their own learning and identifying next steps. Progress discussions with senior leaders takes place twice a year to evaluate progress, curriculum and targets. Internal and external moderation procedures assess progress towards accredited courses. Destinations of leavers are tracked for 3 years and shared with the local authority and we expect all students to enter a positive destination.</p>
Assessment	<p>Evidence for Learning is used to record progress towards:</p> <ul style="list-style-type: none"> • 12 month targets • OCR Life and Living Skills accredited units • Selected strands of WFS Progression Steps (Communication, Independence, Mental Health and Well-being, Physical Well-being and Development, Technology and Computing) • Pearson Maths and English where appropriate <p>OCR Life and Living Skills and AoPE/CoPE are internally and externally moderated following exam board procedures.</p>
Careers and Transition	<p>Each pupil's transition journey from year 7 onwards is recorded on Evidence for Learning using the Careers and Transition framework. The WFS Careers Strategy details how careers and transition are taught throughout the My Future and wider curriculum. Bespoke transition opportunities are planned. On-going advice and support is provided by the Careers and Transition advisor.</p>
Predicted next destinations	<ul style="list-style-type: none"> • Further Education • Work-based training • Employment • Specialist College (post-19 to meet needs of individuals in P3)

Our WFS careers strategy outlines the support offered to pupils and their families when identifying the best possible next destination after WFS. Most common destinations are highlighted on the next page.

Most Common Destinations into Adulthood for Learners at Wyre Forest School





Russell House (Residential)

Russell House as an integral part of Wyre Forest School; policy and practice are through a shared approach. The curriculum for the residents allows there to be a twenty-four-hour offer, with both the home and day school setting using a shared curriculum (WFS Progression Steps) and shared approaches to support each child's preferred mode of communication and behaviour/emotional management strategies.

Residents attend Russell House for a variety of reasons. A thorough placement plan is carried out to ensure individual resident objectives are set. Staff at Russell House and at WFS day school collaborate to support the holistic development of the pupils.

Intent:

At Russell House it is our intent to customise an individual set of targets for our young people to work towards, focusing mainly on three key areas of development which are: independent living skills, social and emotional development and physical/mental health and well-being. We endeavour to identify need and work in close conjunction with school staff and parents to allow progress to be tracked and celebrated. The secure environment at Russell House provides a perfect platform for our young people to strive towards achievable goals that will enhance day to day life and transition into adulthood.

Implementation:

Our young people at Russell House are challenged daily by staff to encourage all areas of development. Targets are set by key workers and teachers at regular Team Around the Child (TAC) meetings and link with targets set in school, outlined in the WFS Progression Steps. Students attend the TAC meetings (where appropriate) to add their own voice to the review and the setting of new targets. Within the residential setting there is opportunity to access community-based activities and to carry out independent living tasks allowing skills that are taught in school to be transferred to daily life with support and encouragement from staff.

Evidence is observed and recorded with photo, video or written confirmation and shared with school and parents. Student "wow moments" are also captured to celebrate incidental progress, something that the pupil may have done for the first time or just something the pupil has done without any input from an adult e.g. support another child in using their communication aid to request more breakfast!

Impact:

Staff at Russell House will always motivate our young people and provide them with opportunities to achieve and thrive. Residents achieve the target set at the TAC meetings and this progress is seen at home. Where this is the case, we encourage parents to share evidence of this through the Evidence for Learning.

Staff will evaluate progress from all evidence gathered and share with students themselves giving them the opportunity to discuss their achievements and consider next steps.

WFS Curriculum Areas & Approach to the National Curriculum Subjects

Throughout their time at WFS, pupils will experience a breadth of learning, even if they remain in the same pathway. Each pupil drives the direction and content of their own curriculum. Considerations about class groupings support this. Whilst there will be pathway themes, the planning, learning and delivery will differ between classes. Priorities based upon baseline information, including expected EHCP outcomes, pupils' age, need, motivation and learning style will inform the curriculum design.

Pathway Leaders hold regular discussions to ensure that there is joined up thinking, that enables each child to have a variety of learning experiences that build upon their prior learning.

The Wyre Forest School Progression Steps (WFSPS) reflect all areas of the curriculum that each pupil will learn, starting at their individual starting points, building into the national curriculum (see table below). The WFSPS also align with and build upon the areas of learning and development within the EYFS.

Throughout the WFSPS pupils will be building upon early subject skills. Pupils in Pathway 4 and those in Pathway 3 who are ready to access National Curriculum Year 1 expectations, in any given subject, will then follow this curriculum. It may be that a Pathway 3 child is working from the maths National Curriculum and the WFS Progression Steps in other areas of learning. The WFS Progression Steps provide skills, knowledge and understanding towards the subject areas to prepare the pupils for this and ensure that teachers are confident of continued progression and success. Staff will use the *WFSPS into NC subject documents* to support the skill development as the pupils' progress from WFSPS to National Curriculum subject specific learning.

Pathway Leaders determine the overall approach to the curriculum offer within the pathways and the Curriculum Leaders provide support to staff with planning and their approach to the curriculum, whilst ensuring their subject is represented accurately and appropriately across the school. Our Autism and Intensive Interaction Area Leaders, also offer guidance for planning.

Aligning the WFS progression steps to the National Curriculum

Due to the nature of the WFSPS being broad and starting at very low levels there will be overlap between early subject skills within each curriculum area. The NC subjects listed below are the key areas but not restrictive

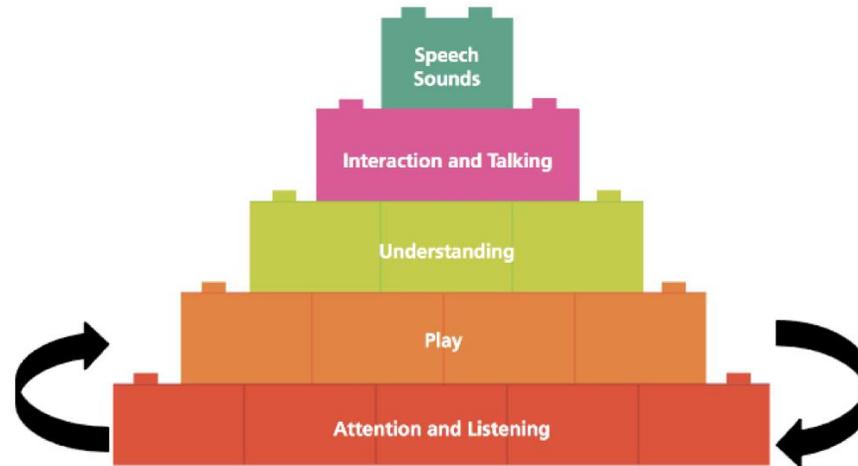
Wyre Forest School Progression Steps (WFSPS)	National Curriculum Subjects (NC)
Communication & Interaction	English – Spoken Language
Cognition & Learning	English & Mathematics
Independence	PSHE, Citizenship & RSE
Mental Health & Wellbeing	PSHE, Citizenship & RSE
Physical Development	Physical Education
Play	
The World About Us	Science, Geography, History & Religious Education
Creative	Art, Music & Design Technology
Outdoor Learning	

Communication & Interaction

Intent:

At WFS we believe that all pupils have a voice and the entitlement to communicate; to be able to say no, share their thoughts, wants and needs and to be responded to in an appropriate and meaningful way. Communication development is therefore embedded into all aspects of the curriculum, through the four communication standards and we continue to up-skill staff to be able to respond to all learners. Staff at WFS understand the building blocks required for language development and how language develops (see Typical Language Development table below) and use this knowledge to support pupils' development, not only in communication but other aspects of learning such as play.

Typical Language Development



Hartshorne, M., Cross, M. & Burns, M. (2nd ed.) 2011. *Misunderstood: Supporting children and young people with speech, language and communication needs*. The communication trust . Wakley London.

For further copies of this booklet please go to

www.hello.org.uk/resources

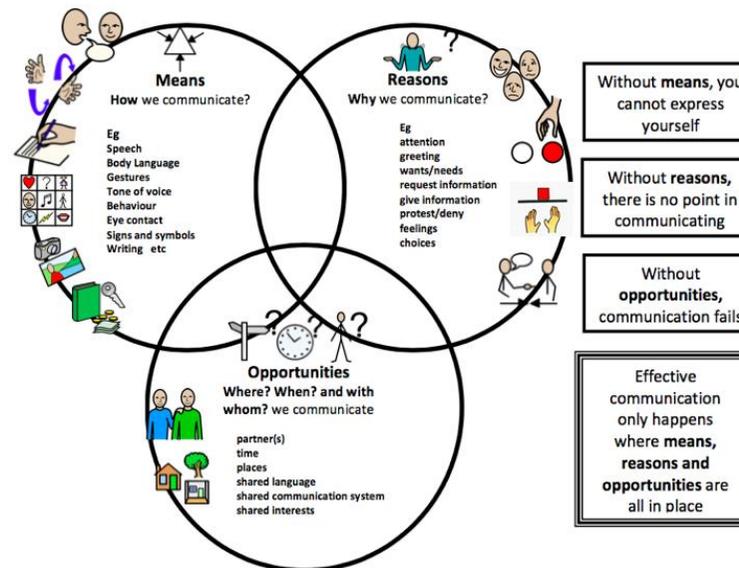
www.thecommunicationtrust.org.uk

Implementation:

Each pupils' level of communication is assessed using the *WFS Communication and Interaction Progression Guidance*, which is part of the wider WFSPS. Class teams are supported by the WFS Communication Team and the Speech and Language Therapy Service so that the most appropriate approach is used and communication opportunities can be maximised. The Communication Team and teachers, often also work with parents/carers so that the same approaches can be used at home to support understanding and often emotional/behaviour management.

Class teams, particularly those with learners in pathways 1 & 2 will consider the means, reasons and opportunities models (See Means, Reasons & Opportunities information below) for each learner to plan how to best meet need and provide meaningful opportunities for communication and engagement.

Means, Reasons & Opportunities Model



Money, D. & Thurman, S. (1994) Talkabout Communication, *Bulletin of the College of Speech and Language Therapists*, 504, 12-13.

Observations against the individual pupils' speaking and listening targets will be continually recorded on EfL and progress assessed to determine next steps. This may also include contributions from parents. This data will be discussed throughout class meetings and during pupil discussion meetings. Where required the Communication Team will provide training to staff on the use of augmentative and alternative communication (AAC) such as signing, aided language displays (ALDs), communication books, picture exchange (PECs), and support the implementation and use of voice output communication aids (VOCAs).

Impact:

Evidence of progress will be seen on Evidence for Learning, through parent feedback during annual reviews and parent evenings and on Speech & Language Therapy reports.

Cognition & Learning

Intent:

As part of our ambition to enable our pupils to be as independent as possible, we recognise that developing literacy and numeracy skills is the backbone to this both for their time in school and their life beyond WFS. Our WFSPS support pupils at very early stages of learning with more holistic skills such as listening and attention, counting along with number songs, solving problems, building to National Curriculum Year 1 skills, when the pupils are ready. The intention is to provide core literacy and numeracy skills that pupils can use functionally in their lives at whatever stage.

Implementation

Dependent on the level of learning and pathway the pupil is in, the planning for and teaching of skills will be sequential and build upon prior learning. For literacy development, this will build upon and then work alongside development of communication skills, developing phonetical reading skills (Read Write Inc or Nessy) will be supported through the broader range of literacy skills within the WFSPS into the National Curriculum.

Impact:

Evidence of summative progress will be collected on SONAR at the different levels for Cognition and Learning (reading, writing, mathematics, problem solving), at each National Curriculum level and across all pathways on the Reading Tracker. Staff will share key areas for development with parents who may also feed information about their child's development into the progress evidence.

Our Approach to Reading

Intent:

The ability to read is fundamental to many aspects of life and is central to general progress and developing an understanding in a wide range of areas of the curriculum. The teaching of reading is to be given a high priority by all staff. Reading develops pupils' imagination, experiences and supports conceptual learning. It is our aim that, by the end of their Wyre Forest education, pupils are able to read to a functional level with increasing fluency so that they can access the world around them with increasingly growing confidence and skill. We intend to achieve this whilst ensuring that the provision considers the uniqueness and complexity of our learners.

For pupils with additional needs, reading may be interpreted as any activity that leads to the derivation of meaning from visual or tactile representation, for example objects, pictures, symbols or written words. They may be accessed visually, aurally or through touch.

Our reading strategy also demonstrates the inextricable link we recognise between reading and communication - Words have meaning, power and consequences and language provides the connective tissue to help connect people (when used well). All staff are trained in and used a total communication approach to learning.

Our Intent is to:

To promote high expectations of learning in reading, we aim to ensure that pupils:

- are provided with a language-rich learning environment, that supports every level of reading.
- are given opportunities to engage/access books, sensory stories and sensory objects to encourage their interest in books.
- choose and peruse books /sensory objects relating to a story freely as well as sharing them when read by an adult.
- to show their preference for books, stories and objects via their preferred method of communication.
- enjoying and sharing books /sensory props, to see them as a source of pleasure. The aim is to spark interest and motivate them to enjoy reading.
- are prepared for learning to read through developing symbolic representation, this can be from starting with objects of reference, to understanding photographs as representations of objects then to understanding symbols such as those used in Widgit; then to letters and words.
- read with increasing fluency and understanding; their working memory is increasingly able to focus on comprehension and conceptual understanding.
- develop the habit of reading often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- write with increasing clarity and coherence to meet the demands of a language rich world.

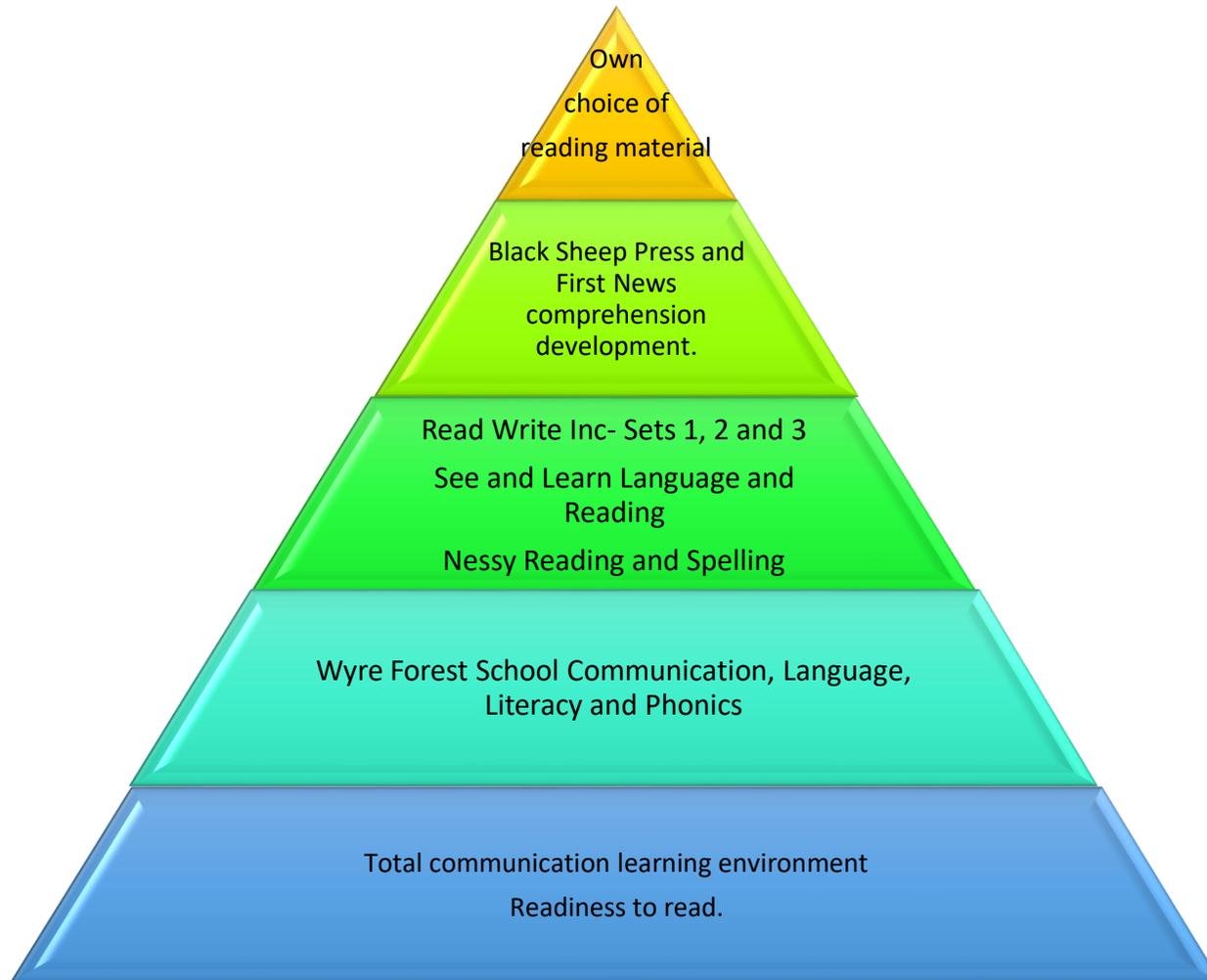
- use communication in order to learn; and to express their needs and wants.
- are growing competent in the skills of communication, asking and responding to questions and participating in discussions, demonstrating an understanding of what they have read.
- develop and address their reading skills within all areas of their curriculum provision and learning beyond the classroom as class staff use their knowledge of pupils to ensure this happens. This will ensure we achieve fluency and competency of reading skills as it is embedded in long term memory.

Implementation:

Pupils will learn to read with a specific focus on phonics through Read Write Inc. Staff will also recognise how the other strands within English will support learning in reading as well as its role within all subject curriculum documents.

Pupils will:

- experience a total communication learning environment through use of strategies and aids such as PECS, VOCA, Widgit and Signalong.
- begin their reading journey when assessed as 'ready' by staff. A pupil's readiness will be recognised as being able to maintain concentration and attention, displays positive dispositions and attitudes to learning and engages with environmental sounds
- begin to access phonics through the Wyre Forest Communication, Literacy and Language Phonics (CLLP) programme. Staff will engage pupils and develop their communication and language skills through singing songs, nursery rhymes and playing games
- complete a baseline assessment in phonics, using the Read Write Inc assessment to inform their starting point and from which progress can be tracked.
- work through Read Write Inc synthetic phonics programme and this is delivered systematically across the Pathways where it is relevant and appropriate at individual level.
- read books which follow the delivered sounds of Read Write Inc and balance this with reading books which develop their understanding and vocabulary development at the appropriate level.
- encounter staff sharing a love of reading and also reading aloud to them in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- have regular reading sessions, that focus on impacting on learning in reading. This could be in the form of phonics, reading, comprehension vocabulary development.



Reading Development at Wyre Forest School

Impact:

Pupils read frequently to access information and for enjoyment and this is celebrated, encouraged and modelled by school adults. Pupil progress and attainment is measured through:

- WFS Progression Steps
- WFS CLLP
- Book band levels
- Phonics Phase

This provides a very rounded and informative picture of how our pupils progress in their reading skills.

Pupil achievement in the end of Year 11 outcomes, Functional Literacy and NCFE Entry Level Certificate in English (where appropriate) also provides a measure of the impact in Reading. Pupils are also well prepared for their transition to a post 16 provision and preparation for life after Wyre Forest School.

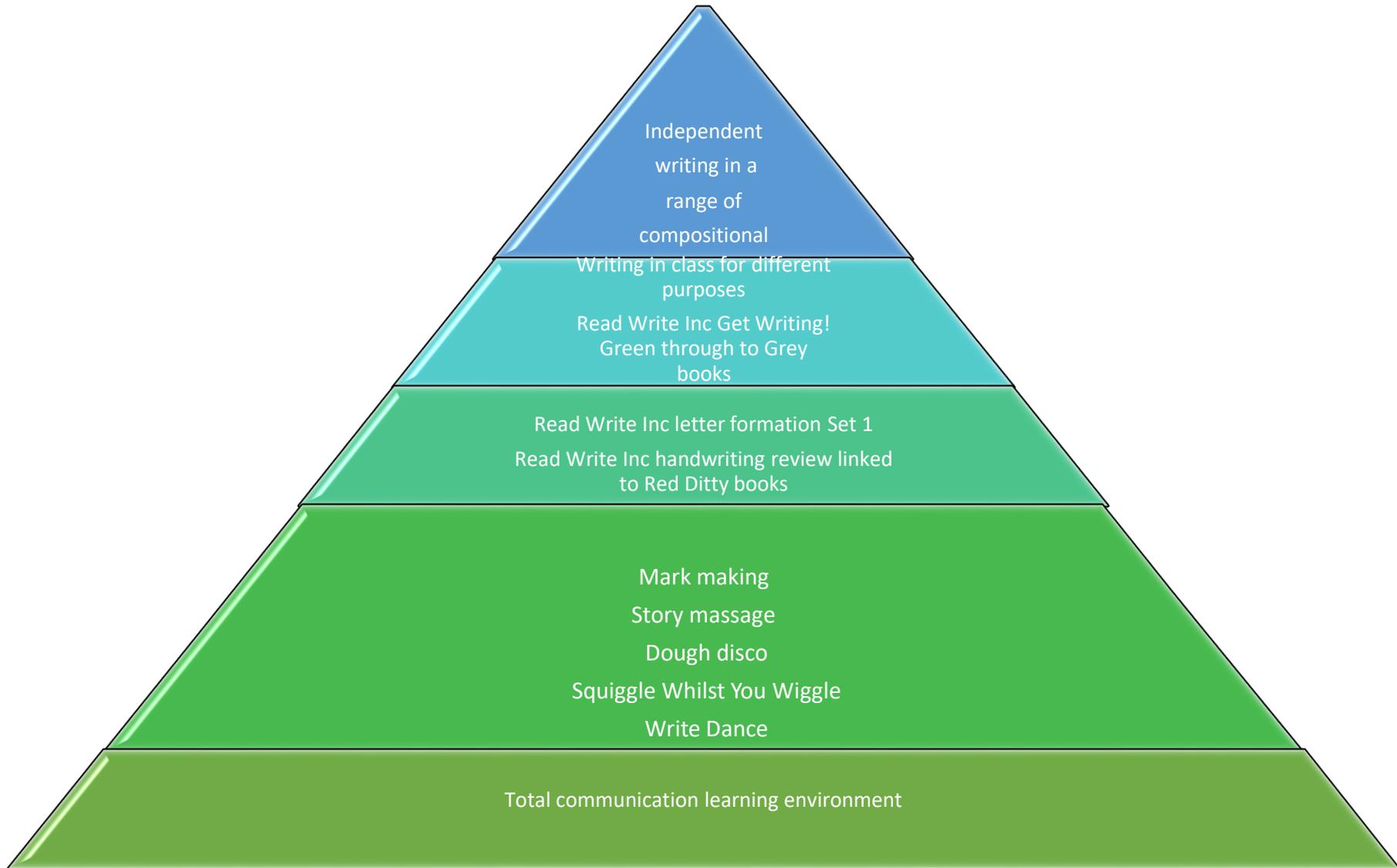
Each pupil's learning in Reading is led by informed target setting to ensure expectations are high and they are reading at a level appropriate to their needs, age and ability.

How will we ensure all pupils are making progress in reading?

The synthetic phonetic approach may not enable all pupils to learn to read and these pupils will have access to other methods of learning reading. Pupils will be continually assessed by staff to ensure that they are 'ready' and will begin the *Wyre Forest Communication, Language and Literacy Phonics programme*. When it is assessed and decided that a pupil needs a different approach, there are a range of approaches they could access, dependant on age and need:

- That Reading Thing- for older pupils who continue to require phonics.
- See and Learn Language and Reading- for pupils who learn and develop their reading skills using sight words
- Nesy Reading and Spelling- for pupils who have dyslexic traits or those who require more support when blending sounds.

Our Approach to Writing



Writing rationale

What do we want to achieve and why do we want to achieve it?

At Wyre Forest School, we recognise that writing is a fundamental skill, which enables pupils to communicate, express emotions and share experiences. We offer differentiated provision to all pupils, presenting them with frequent opportunities to access writing opportunities at a level appropriate for them. A child's interest must be piqued by the variety of writing and early writing opportunities that are introduced to them, in order to motivate them and cultivate their desire to write. In order for our pupils to begin to develop lifelong love for writing as the curriculum intends, fundamental opportunities for pupils to develop pre-writing skills and experiences allowing them to understand the world around them are essential.

Our aspiration is for every child to have a strong love of writing in either a conventional or unconventional sense and have frequent opportunities to access high quality, differentiated resources to facilitate this.

Intent

We endeavour to encourage pupils to become creative, imaginative and confident writers. We believe that it is important to promote a positive attitude towards writing amongst all of our pupils to develop self-confidence and a sense of achievement. Our intent is for all pupils to experience daily opportunities to engage and develop their skills through well-adapted, structured lessons that are meaningful and motivating whilst ensuring the needs and abilities of all pupils are met. As a result of this, writing looks different within each pathway and the basic expectations of writing have been identified to enable all pupils the opportunity to experience writing at a level appropriate to their needs.

To promote high expectations of learning in writing, we aim to ensure that pupils:

- Use sensory strategies and pre-writing techniques to develop hand movements and fine motor skills and control.
- Use different textures and medias to explore mark making.
- Hold and use different writing implements to make their own marks.
- Use a wide range of strategies to develop sentences building skills, writing and composition.
- Are taught systematic fine motor skills; grasp and letter formation.
- Are taught a range of spelling strategies.
- Are taught grammar, vocabulary and punctuation.
- Develop compositional skills and encourage the enjoyment of writing.

- Progression of the development of writing skills and capability for all pupils, helping each pupil to achieve the highest standard of achievement.
- Creating a climate within school in which pupils use writing with purpose and enjoyment.
- Celebrating success in writing.

Implementation

How will we ensure pupils are making progress and achieving well in their learning of writing?

Pupils will learn to write through a range of multi-sensory approaches. Fine motor, mark making and writing skills are actively encouraged and developed at Wyre Forest School. Children are provided with a variety of opportunities to develop and refine their writing skills in a structured and safe environment. Staff will also recognise how the other strands within English will support learning in writing as well as its role within all subject curriculum documents.

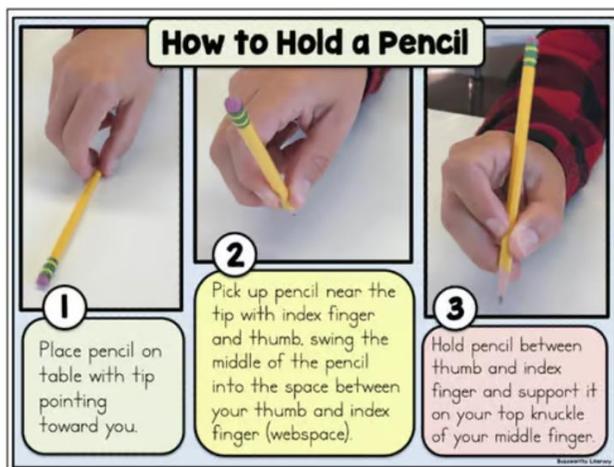
Pupils will:

- experience a total communication learning environment through use of strategies and aids such as PECS, VOCA, Widgit and Signalong.
- Immersion in text rich environments
- Use of real items that begin with that sound with symbols and images of the item to support/ match this.
- Taught new vocabulary and objects, can practice new sounds.
- Use of big macs, tactile letters, engaging in sensory play to develop fine motor skills.
- Opportunities to develop their gross and fine motor skills through interaction in a variety of sensory media with multi-sensory appeal to encourage and develop early writing skills.
- A range of multi sensory approaches-Write Dance, Dough Disco, Squiggle Whilst You Wiggle, Story Massage to develop fine and gross motor skills.
- Begin to link their phonic and reading to their marks and writing through the Wyre Forest Communication, Literacy and Language Phonics (CLP) programme. Staff will engage pupils and develop their communication and language skills through singing songs, nursery rhymes and playing games. This will then link into a pupil's writing.

- Work through the Read Write Inc programme and this is delivered systematically across the Pathways where it is relevant and appropriate at individual level.
- Use colourful semantics to check knowledge and understanding of sentence structure. This knowledge is then developed by introducing and encouraging use of words such as adjectives, noun phrases and connectives to enhance their writing.
- Use the Get Writing! Activities which follow the delivered phonics sounds of Read Write Inc to develop comprehension and writing for purpose.

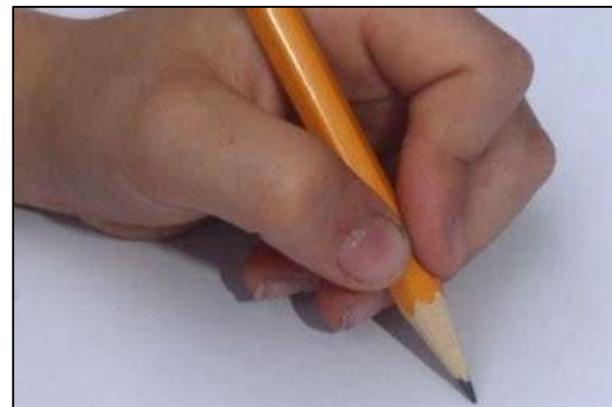
Encourage staff to model handwriting throughout the school day

- Where appropriate, pupils will work towards building a comfortable and correct tripod pencil grip. OT support to be followed for those pupils who require alternative writing tools.
- Staff will teach this through the 'Nip and Flip' technique which enables pupils to pick up and hold their pencil in the comfortable, functional position



'Nip and flip' technique

Dynamic tripod grip



Dynamic pencil grip

- For some pupils the focus moves onto spelling, punctuation and grammar to develop their knowledge of Standard English and provide them with the skills to ensure the meaning of sentences are interpreted correctly.
- Use their writing skills functionally, in real life situations. For example, our Post 14 and Sixth Form students will use their writing skills to write personal statements and application forms, create shopping lists, taking orders at the café or the registering at the local Zumba class.

Impact - *How will we know pupils are learning well in writing?*

Pupils have opportunities to write frequently to communicate, share information and for enjoyment and this is celebrated, encouraged and modelled by school adults. Pupil progress and attainment is measured through:

- WFS Progression Steps
- National Curriculum
- Reading tracker

Pupil achievement in their end of Year 11 outcomes, Functional Literacy and Pearson Edexcel Functional Skills English (where appropriate) also provides a measure of the impact in writing. Pupils are also well prepared for their transition to a post 16 provision and preparation for life after Wyre Forest School.

How we will know all pupils are learning well in writing?

All pupils at Wyre Forest School will be given opportunities to write. For some of our pupils to engage with writing as fully as they can, they require 'alternative pencils' or writing tools. With the guidance from OTs, pupils may have access to writing slopes, pencil grips, steady grip tools, Eye Gaze.

Measuring progress - *How will we monitor pupils' writing progress?*

Every pupil's progress will be recorded on the whole school assessment system 'Evidence for Learning'. Class teams will collect photographic, video and observational evidence for every pupil.

Our Approach to Numeracy & Mathematics

Intent:

At WFS we recognise that to enable our pupils to learn about mathematics that is appropriate to their lives and needs, we must re interpret the content of the strands of mathematics to include the 'learning to learn skills' and the fundamental ideas which are the foundations of later learning and deliver a curriculum that relates to children's sensory, practical and social experience. As pupils then move through the levels of mathematical learning at their individual pace, when they are ready they will move into the more conventional aspects of maths within the National Curriculum.

Implementation:

Numeracy at WFS is planned sequentially from the WFS Progression Steps into the National Curriculum. We recognise the fundamental learning skills that the pupils need to develop before moving into more conventional mathematics skills (See table below). Teachers plan the learning forward from each child's individual starting point, for example for learners in Pathway 1 this will be through opportunities to develop their sensory skills, physical manipulation, mobility and attention, whereas learners in Pathway 4 will be following the National Curriculum programmes of study. Activities will be planned, as far as possible using practical and real-life scenarios to support understanding and will be scaffolded with repeated skills and knowledge to ensure a deeper understanding. Where there are gaps in learning or confusion around key concepts, teachers are creative in their approaches to support this.

Students in Post 14 & 16 classes will continue to develop their understanding of mathematics, whether this be through levels of accreditation and developing real-life understanding through shopping, reading bus timetables and weighing ingredients. Teachers will plan the learning to enable the students to become as independent as possible in their life beyond WFS.

Interpreting the aspects of mathematics to describe appropriate learning for pupils working towards the National Curriculum			
The conventional strands of maths		Fundamental Elements	
Using and applying mathematics is an element which applies in all strands		Using knowledge and skills related to quantities, space and time for learning and living Using experience of all aspects of number, calculation space, shape and measures in practical contexts, supporting learning, daily living, social and cultural activities, developing problem solving and reasoning	
Numbers as labels and for counting	Counting and understanding number	Fundamental elements which apply for pupils with profound learning difficulties	Appreciating things, quantities of things, sequences, patterns and ideas / concepts related to numbers. Encountering , experiencing and responding to conceptual experiences working towards Pointing , Itemising / partitioning objects and groups Appreciating communications about or naming of quantities. Appreciating the development of sequences and order Visualising and recognising small quantities (Subitising) Evaluating quantities and communicating about them. Learning and applying the principles of counting in practical contexts.
	Knowing and using number facts		Remembering and using memory of experiences, things & events, numbers and patterns. Encountering, experiencing and recalling quantities, changes and representations - Working towards Remembering things and events, sequences: relating them to gestures; tokens, signs, symbols and language. Visualising and Subitising. Representation and communication using gestures, tokens signs symbols and language. Recognising, constancies and change, Responding to and remembering ideas. Remembering numbers as labels and for counting
Calculating	Calculating		Appreciating and understanding changes in quantity Encountering , experiencing and responding to experiences that illustrate working towards - appreciating consequences; patterns of change Communication Anticipation; Evaluation ;Prediction; Estimation;. Understanding concrete / practical calculation , appreciating representations of changes
Space, Shape & Measures	Understanding Shape Position Movement		Appreciating objects and space Encountering, experiencing and responding to experiences that work towards - Developing perceptual skills. Appreciating the nature of - and learning to manage - and communicate about objects and space, position. Exploring the properties of shapes and space. Communicating about properties of shapes and space
	Measures		Appreciating dimensions and duration Encountering, experiencing and responding to experiences that work towards - Developing perceptual skills. Communicating about size and time – making comparisons judgements and choices - managing measures and time
	Money		Appreciating processes of exchange and value Developing an appreciation of exchanging ,paying, earning. Use of tokens and coins . Gaining losing saving spending . Communication about money. Etc – working towards skills of using money
Handling Data	Data Handling		Making sense of information Encountering, experiencing and responding to experiences that work towards- Observing , investigating, thinking, sorting, recognising problems, reacting to problems , learning trial and improvement ; Communicating about and representing information; recording comparing making choices and decisions, remembering previous problem solving, responding to results (Evaluating)
This table is taken from Equals Guide to mathematics 2009 section 1 About the Curriculum			

Impact:

Observations of learning are recorded on Evidence for learning, teachers ensure that learning is independent before they move to teaching the next level of skill. Summative assessment is then recorded on SONAR. Both these aspects of assessment are used to determine each pupils' next steps.

Independence

Intent: Our vision is that all pupils become as independent as they can, as we prepare them for life beyond WFS. To support their development in this area we spoke to the pupils, parents/carers and staff to determine the key areas to include with the Independence curriculum. This now includes basic skills of toileting, dressing, personal hygiene. We believe that it is important that the pupils are taught skills to support them to manage in daily life as independently as they can including budgeting, shopping for meals, cleaning and washing clothes.

Implementation: Early skills in this area will initially be classroom-based building as soon as possible to realistic life-based situations e.g. role play shopping to visiting local shops, near their homes, food prep and cooking in the sixth form area.

Impact: Observations of developing understanding are recorded on Evidence for Learning and SONAR records are analysed to determine any gaps, which are addressed. Parents share their child's growing confidence with the skills at home.

Mental Health & Wellbeing

Intent: At WFS we recognise that pupils with SEND are more vulnerable than those without SEND and that it is essential that they understand about feelings and recognise their own emotions, have a sense of self and how their body develops. As the pupils grow older and where their understanding supports this, we develop their understanding of reproduction, understanding sexual feelings and safe touch.

Implementation: Lessons in this area are taught sensitively and respectfully, with an understanding of the pupils' age and cognitive levels. Parents will be informed to support a shared approach to the pupils gaining a longer-term understanding. The WFSPS lead into planned curriculum maps supporting further understanding within PSHE & RSE lessons.

Impact: Observations of developing understanding are recorded on Evidence for Learning and SONAR records are analysed to determine any gaps, which are addressed.

Wyre Forest School Approach to PSHE (Personal, Social, Health & Economic Education)

At WFS we want our learners to go on to live happy, safe and successful lives in their wider communities. We want them to leave our school as rounded young adults, ready to meet the next phase in their lives, whatever that may be. We also recognise that many of our pupils are vulnerable and will need support in engaging in and developing an understanding of learning experiences within the wider world.

The aims of our Personal, Social, Health & Economic (PSHE) curriculum is to support our young people to:

- be able to communicate and interact effectively with others.
- become more resilient and confident individuals.
- become as independent as they can within their daily lives and life beyond Wyre Forest School
- understand their bodies and emotions and how to promote their physical and mental wellbeing.
- form and sustain positive, healthy relationships and to recognise when a relationship is not healthy and where they can seek support.
- develop pupils' understanding of their own and others' mental health and well-being.
- understand their own place in the world and develop a tolerance of those who make different life-style choices to their own.
- develop an understanding of risk, whilst still making safe and informed decisions.

Teachers plan the PSHE curriculum with a sequential and spiral approach to ensure coverage and repetition to aid understanding. Dependent on pupils working levels, the curriculum is planned from the WFS Progression Steps areas of;

- Independence
- Mental Health & Wellbeing
- Physical Wellbeing and Development

and the following areas:

- Positive Communication
- Healthy Growth and Wellbeing

- Safe Relationships

Relationships and sex education (RSE) is an important part of PSHE education. **Relationships education** is compulsory for all primary school pupils, and **Relationships and Sex Education (RSE)** is compulsory for all secondary school pupils.

There are natural links with our **Careers and Preparation for Adulthood** and **Religious Education** programmes and delivery content from our **Online Safety Policy**.

Wyre Forest School Approach to Relationships Education & Relationships & Sex Education (RSE)

It is a statutory requirement to teach relationships education; **Relationships Education** for primary age pupils and **Relationships and Sex Education (RSE)** for all secondary school pupils. RSE sets scientific knowledge within a broader context and gradually and progressively explores relationships, emotions, views and the promotion of our physical and mental wellbeing. It links to other areas of personal development such as the wider **PSHCE curriculum**, **online safety**, science and **religious education** (differing views, beliefs and practices).

As with all aspects of learning at Wyre Forest School, pupils are introduced to key learning at an appropriate cognitive and emotional level. The approach to this will always be sensitive and respectful and parents and carers are informed before key learning is shared. Staff will endeavour to cover as much of the statutory requirements as appropriate, ensuring that teaching is differentiated and personalised. The WFS Progression Steps support earlier understanding that can be built upon.

RSE may be delivered formally to whole groups, small groups or on an individual basis according to the needs of pupils. Work will be adapted to the understanding of the pupils and supported with appropriate methods of communication and resources. At times conversations with pupils, parents or carers, or school staff noticing particular behaviours may indicate the need to develop a pupil's knowledge in regard to a specific issue. This additional support may take place within RSE lessons or on a more informal basis either individually, in a small group or within the class group as appropriate so as to ensure the needs of each pupil are met.

Where pupils ask genuine questions pertaining to sex or sexuality which go beyond those set out for RSE or Relationships Education (where sex education is not taught), adults may answer them in sensitive and appropriate ways accessible to that pupil.

Parents/Carers who opt to withdraw their child from RSE lessons will be invited to discuss any concerns with the RSE subject specialist. Support is always available to parents and carers to help them discuss the RSE content with their child.

WFS approach to teaching gender and sexuality

Pupils at WFS are supported, within an open and honest environment, to develop their own identity of which gender and sexuality is only a small part. Gender and sexuality are taught explicitly across the developing curriculum, starting within the WFPS and continuing into pathway 4 and post-14/16 RSE curriculum. Questions posed by pupils outside of these planned lessons are approached in a mindful manner, considering the needs and developmental levels of the individual and the class group. If the question aids understanding for the whole class group within the context of the lesson, it may be appropriate to consider this an opportunity to teach about gender and/or sexuality. Otherwise, the question will be acknowledged and responded to in a timely manner or directed to pupil pop-in.

In sixth form, pupils have the option to join Harmony. This is our LGBTQ+ allies group led by Rosie Hopkins (Sixth Form Teacher) who is trained in supporting LGBTQ+ children and young people. Where pupils lower down the school have ask questions, they may access the Harmony group for support.

Physical Wellbeing & Development and Physical Education (PE)

Intent

At Wyre Forest School, we truly value the benefit of physical activity and a healthy lifestyle, recognising the effect this can have on our pupils' wellbeing, development of character and resilience. Physical development at all levels is an integral part of our curriculum and works in line with DfE expectations, **at least 2 hours a week of physical activity**, see **Physical Development & Long-Term Plan** below. This may include daily active sessions in the classrooms, individual physiotherapy or occupational therapy programmes, planned PE lessons, use of the bike track, outdoor gym, sensory circuit activities, hydro pool or swimming activities.

Physical Development Long-term Plan

Pathway		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
		<i>Fine motor activities will be planned for within the curriculum offer every day</i>					

Early Years	Core lesson x 2 20-30 mins	Dance	Gymnastics	Games	Pilates	Athletics	Gymnastics
	Daily Offer	Imoves Active Blasts x 2 daily Sensory Circuits - continuous					
	Wider Offer	Park Soft play Sensory Integration Room					
Pathway 1	Core lesson x 2 20-30 mins	Pilates	Athletics	Pilates	Gymnastics	Dance	Games
	Daily Offer	Imoves Active Blasts x 2daily					
	Wider Offer	Sensory Circuits – continuous Soft Play Sensory Integration Bike Track	Sensory Circuits – continuous Soft Play Sensory Integration Bike Track Aquatic mobility	Sensory Circuits – continuous Soft Play Sensory Integration Bike Track	Sensory Circuits – continuous Soft Play Sensory Integration Bike Track Aquatic mobility	Sensory Circuits – continuous Soft Play Sensory Integration Bike Track	Sensory Circuits – continuous Soft Play Sensory Integration Bike Track Aquatic mobility
Pathway 2	Core lesson x 2	Gymnastics	Dance	Gymnastics	Games	Pilates	Athletics

	30-40 mins						
	Daily Offer	Imoves Active Blasts x 2 daily					
	Wider Offer	Access to Sensory Circuit Room Soft Play Sensory Integration Bike Track Outdoor Gym Aquatic Mobility	Access to Sensory Circuit Room Soft Play Sensory Integration Bike Track Outdoor Gym	Access to Sensory Circuit Room Soft Play Sensory Integration Bike Track Outdoor Gym Aquatic Mobility	Access to Sensory Circuit Room Soft Play Sensory Integration Bike Track Outdoor Gym	Access to Sensory Circuit Room Soft Play Sensory Integration Bike Track Outdoor Gym Aquatic Mobility	Access to Sensory Circuit Room Soft Play Sensory Integration Bike Track Outdoor Gym
Pathway 3	Core lesson x 2 40 mins	Gymnastics Games		Dance Athletics		Pilates Games	
	Daily Offer	Imoves Active Blasts x 2 daily					
	Wider Offer	Swimming – Y6/Y7 pupils to work towards swimming 25 metres and use a range of strokes. Bike track Outdoor Gym					
Pathway 4	Core lesson x 2	Games Dance		Games Pilates		Athletics Outdoor Adventurous Activities	

	45 mins			
	Daily Offer	iMoves Active		
	Wider Offer	Swimming – Y6/Y7 pupils to work towards swimming 25 metres and use a range of strokes. Break time activities; football, peer games e.g. tag, swings,		
Post 14	Core lesson x 2 45mins	Circuit training Pilates	Combat Games	Athletics OAA
	Daily offer	iMoves Active Offer from a range of yoga, a weekly mile, aerobics		
	Wider offer	Break time activities; football, peer games e.g. tag, swings.		
Post 16	Core and Wider offer	Accessing community based exercise/fitness classes e.g. kickboxing, Zumba. Accessing community facilities e.g. walks in local areas, trim trails, outdoor gym.		
	Daily Offer	Offer from a range of yoga, a weekly mile, aerobics		

Implementation

The offer for each child will depend upon their individual needs and their pathway, see **Physical Development and Physical Education – Skill Development and Assessment Link** diagram below. Planning will be taken from the WFS Curriculum – Physical Wellbeing & Development and the National Curriculum, when pupils are ready to access Key Stage 1.

Planning at all levels is supported using *imoves* online tool, and the *Real PE* program supports development of skills at National Curriculum levels. Physical development and/or PE sessions will include Pilates, gymnastics, games, dance and athletics. Pupils will also experience

‘activate blast’ sessions, which are short bursts of activities to focus learning and increase the amount time pupils are active across the school the school day.

Physical Development and Physical Education- Skill Development and Assessment Link

Key- [iMoves](#) [WFPS](#) [National Curriculum](#)

	Early Years	Pathway 1	Pathway 2	Pathway 3	Pathway 4	Post-14	Post-16
Where an EHCP or pupils individual need determines follow physiotherapy and/or Occupational Therapy programmes. Pupils may receive interventions e.g. Rebound Therapy, Physiotherapy Swim.							
Dance	WFSPS-Creative Dance	WFSPS-Creative Dance Show some control and coordination in large and small movements. Move safely negotiating space.	WFSPS-Creative Dance Show some control and coordination in large and small movements. Move safely negotiating space.	WFSPS-Creative Dance KS1 NC upwards Perform dances using simple movement patterns. Show some control and coordination in large and small movements. Move safely negotiating space. With music show travel, turns, jumps, balances, levels, and gestures.	KS2 NC upwards Performs dances using a range of movement patterns. Develop flexibility, strength, technique, control, and balance. Move in time to music confidently and combine skills with complexity and confidence. Develop group dances to include canon and unison. Demonstrate consistency of movement and coordination and express ideas in original and imaginative ways using canon, formations, and levels to tell a story. Create group, pairs, or solo performances. Be able to work in time to different beats of the music. Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music. Choreograph movements around a variety of themes and styles. Create dances using a range of movement patterns, including those from different times, places, and cultures.	See Long Term Plan On entry to post-14 continue with physical development at their individual level. Accreditation Healthy Living.	See Long Term Plan Physical exercises out in the community e.g. kick boxing, Zumba, inclusive bowls etc. Accreditation Healthy Living. OCR healthy living skills health and fitness section.
Gymnastics	WFSPS- Physical Well-being and Development Gross Motor Development- Sitting, Standing, Mobility, Walking, Co-ordination, Static Balances, Counterbalance, Body Awareness	WFSPS- Physical Well-being and Development Gross Motor Development- Sitting, Standing, Mobility, Walking, Co-ordination, Static Balances, Counter Balance, Body Awareness	WFSPS- Physical Well-being and Development Gross Motor Development- Sitting, Standing, Mobility, Walking, Co-ordination, Static Balances, Counter Balance, Body Awareness	WFSPS- Physical Well-being and Development Gross Motor Development- Sitting, Mobility, Walking, Footwork, Static Balances, Jumping and Landing KS1 NC upwards Develop balance, agility, and co-ordination. Roll, travel balance, and jump in different ways Hold different body shapes and positions Start to link movements together	KS2 NC upwards Develop flexibility, strength, technique, control, and balance. Develop control, strength, and flexibility in rolling, travelling, jumping and balance. Learn to use small hand equipment. Develop creative sequencing skills. Develop sequencing skills to combine rolling, travelling, jumping, balance and small hand equipment. Movements are accurate, clear, and consistently controlled with improved balance, strength, and flexibility. Apparatus is confidently controlled and included in sequences. Movements are strong and concise; sequences are seamless whilst changing speed and direction.	Compare their performances with previous ones and demonstrate improvement to achieve their best.	
Games	WFSPS- Physical Well-being and Development Fine-Motor Skills- Reaching, Grasping, Releasing, Manipulating Gross Motor Skills- Ball skills, Footwork Body Awareness	WFSPS- Physical Well-being and Development Fine-Motor Skills- Reaching, Grasping, Releasing, Manipulating Gross Motor Skills- Ball skills, Footwork Body Awareness. Begin to move with awareness and understand space theirs and others position in it.	WFSPS- Physical Well-being and Development Fine-Motor Skills- Reaching, Grasping, Releasing, Manipulating Gross Motor Skills- Ball skills, Footwork Body Awareness Move with awareness and control, learning to start, stop, and manoeuvre safely while using equipment. Understanding space and how to navigate it without collision, ensuring safety for themselves and others.	KS1 NC upwards Master basic movements, running, jumping, throwing, and catching and begin to apply these. Participate in team games, developing simple tactics for attacking and defending. Move with awareness and control, learning to start, stop, and manoeuvre safely while using equipment. Understanding space and how to navigate it without collision, ensuring safety for themselves and others. Explore equipment, experimenting with various methods of moving, throwing, catching, and kicking. Enhance core physical skills – agility, balance, and coordination, both individually and in groups, increasing confidence and competence.	KS2 NC upwards Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games and apply basic principles for attacking and defending. Develop control of own body and equipment. Understand how to manipulate objects like balls, bats, and ropes in coordination with body movements, achieving precision and efficiency. Students to travel with purpose and precision, and to execute skills like throwing, catching, and kicking with increased control and accuracy. Understand how to apply these skills in different contexts. Maintain skills, control and accuracy even when under pressure, such as during competitive games or time-limited challenges. Develop resilience and the ability to stay focused amidst distractions or stress. Continue develop and implement a wider range of physical skills. Adapt these skills to various situations, linking movements to create sequences, and understanding how different skills can complement each.		

Athletics	WFSPS- Physical Well-being and Development Walking, Co-ordination, Footwork, Jumping and Landing	WFSPS- Physical Well-being and Development Walking, Co-ordination, Footwork	WFSPS- Physical Well-being and Development Walking, Co-ordination, Footwork, Jumping and Landing	WFSPS- Physical Well-being and Development Walking, Co-ordination, Footwork, Jumping and Landing	<p>KS2 NC upwards</p> <p>Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control, and balance.</p> <p>Develop core athletic skills. In running, focus on both sprint and endurance, enhancing pacing skills. Jumping activities emphasise coordination, balancing long and vertical jumps. Relays introduce teamwork and baton skills. Multi-events combine these skills, encouraging athletic versatility.</p> <p>Progress to more complex athletics. Master agility and spatial awareness in jumping over obstacles, like hurdling. Refine throwing power and technique with foam javelins. Relays involve complex strategies and varied races. Multi-event team challenges foster teamwork, strategic thinking, and athletic competence.</p> <p>Focus on essential athletic skills, emphasising enjoyment in sports day activities. In running, enhance fluency, agility, and speed control. Build endurance through varied speed maintenance. In jumping, increase distance using full body methods, and improve coordination with diverse patterns. Train in jumping for height and distance, refining jumping skills. Enhance throwing skills, focusing on speed, accuracy, and advanced techniques. In relays, practice smooth baton transitions and downward passing in the changeover zone. Multi-activity competitions reinforce diverse athletic techniques. Emphasise planning and evaluating skills to deepen athletes.</p>		
Pilates	WFSPS- Physical Well-being and Development Exercise and rest, Body Awareness	WFSPS- Physical Well-being and Development Exercise and Rest, Body Awareness Begin to copy and repeat some movements.	WFSPS- Physical Well-being and Development- Exercise and Rest, Body Awareness Copy and repeat same movements working towards control and coordination in large movements.	WFSPS- Physical Well-being and Development- Healthy Eating, Exercise and Rest KS1 NC upwards Develop balance, agility, and co-ordination. Copy and repeat same movements working towards control and coordination in large movements. Be able to sit, stand and perform movements with control and ease for longer periods of time. Develop more physical strength and show control over movements.	<p>WFSPS- Physical Well-being and Development- Healthy Eating, Exercise and Rest</p> <p>KS2 NC upwards</p> <p>Develop flexibility, strength, technique, control, and balance.</p> <p>Perform movements with careful control, precision and coordination. Move with control, precision and coordination and hold a strong body posture.</p> <p>Perform complex moves with correct posture and alignment. Now, understand and perform movements and teach them to others.</p>		
Outdoor Adventurous Activities	WFSPS- Physical Well-being and Development Outdoor Mobility WFSPS- Mental Health and Well-being Relationships	WFSPS- Physical Well-being and Development Outdoor Mobility WFSPS- Mental Health and Well-being Relationships	WFSPS- Physical Well-being and Development Personal Skill Development, Social Skill Development WFSPS- Mental Health and Well-being Relationships	WFSPS- Physical Well-being and Development Personal Skill Development, Social Skill Development WFSPS- Mental Health and Well-being Relationships	<p>KS2 NC upwards</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Enhance teamwork through trust and cooperation-focused activities. Develop outdoor awareness with trail-based exploration, emphasising observation and listening skills. Improve navigation abilities using simple maps and compass points, fostering a deeper understanding of orientation and outdoor navigation.</p> <p>Introduce basic orienteering.</p> <p>Develop problem-solving skills and enhance communications. Develop trail creation and following skills using varied signs, and foster independence and environmental responsibility through open trail exploration. In navigation, focus on improving observation and map reading skills through star orienteering activities.</p> <p>Enhance teamwork by developing skills in delegating roles and performing effectively under pressure. Improve problem-solving abilities through trails that require solving puzzles or finding clues. Foster expedition planning and participation skills. Develop navigation proficiency by following and competing in orienteering courses.</p>		
Swimming		WFSPS- Physical Well-being and Development- Aquatic Mobility	WFSPS- Physical Well-being and Development- Aquatic Mobility	KS1 and KS2 NC expectations Swim competently, confidently, and proficiently over a distance of at least 25 metres.	<p>KS1 and KS2 NC expectations</p> <p>Swim competently, confidently, and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke, and breaststroke.</p>		

				Use a range of strokes effectively, for example, front crawl, backstroke, and breaststroke. Perform safe self-rescue in different water-based situations.	Perform safe self-rescue in different water-based situations.			
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Impact

Evidence of progress will be collected on Evidence for Learning, through parental feedback and progress against physiotherapy or occupational therapy programs. Longer term progress will be seen on WFS Progression Steps and National Curriculum recording on SONAR.

Play

Intent:

At WFS, we recognise that play underpins learning and many aspects of children’s development. Through play, children develop language skills, their emotions and creativity, social and independence skills.

Implementation:

For most children their play is natural and spontaneous, however many children at WFS will need a planned approach to support this development. At WFS, play takes place indoors and outdoors where the pupils can explore and discover their immediate world, practise new ideas and skills, take risks and solve problems on their own or with others. The role that the adults play is crucial. For this reason, we ensure our staff are trained in recognising and planning to develop the different levels of play in all our pupils. We ensure that we support the development of play in safe but challenging environments, whatever pathway the pupil may be in.

Impact:

Evidence of progress against the WFSPS will be collected on Evidence for Learning, with summative progress recorded on SONAR.

The World about Us

Intent:

At WFS we believe that it is important that our pupils have a sense of themselves in the world, whether that be the immediate world of their family or the wider world. We also want to offer a broad curriculum with key areas of learning from science, geography and history-based areas of understanding that engage and capture interest for our learners e.g. animals and their babies, volcanoes.

Implementation:

The range of early skills within the World About Us WFPS are a prelude to the Year 1 National Curriculum skills knowledge and understanding and will usually be taught through a thematic approach.

Impact:

Evidence of progress against the WFSPS and National Curriculum will be collected on Evidence for Learning, with summative progress recorded on SONAR.

Wyre Forest School Approach to Religious Education (RE)

At WFS we follow the Worcestershire Agreed Syllabus 2020-2025 that has the vision that all pupils, including those with special educational needs and disabilities (SEND) can benefit from religious education (RE). The law states that the agreed syllabus is to be taught to SEND pupils 'as far as it is practicable'.

We adhere to Worcestershire's advice, regarding RE in special schools; drawing on the key ideas of 'discovering, exploring, connecting and responding'. Within planning teachers embed the following approach to enable them to use the religious themes and concepts as a source of information and then plan RE so that pupils can explore and respond, at the same time promoting their own personal development by making connections with core religious concepts and their own experiences.

1. **Connection – what links can we make with our pupils' lives?** Creating a bridge between pupils' experiences and the religious theme.

2. **Knowledge – what is the burning core of the faith?** Selecting what really matters in a religious theme, cutting out peripheral information.
3. **Senses – what sensory elements are in the religion?** Looking for a range of authentic sensory experiences that link with the theme.
4. **Symbols – what are the symbols that are most accessible?** Choosing symbols that will encapsulate the theme.
5. **Values – what are the values in the religion that speak to us?** Making links between the values of the religious theme and the children's lives.

Teachers tailor planning of RE experiences supported by links to other areas of the WFS progression Steps and the **Personal Social Health & Economic curriculum (PSHE)** curriculum. This will include pupils' understanding of

- their own individuality.
- finding their own calm and space in the world.
- the use of multi-sensory approaches.
- finding insights into being able to answer tough questions.

Within each pathway, but not restricted only to that pathway, the RE provision may include:

Pathway 1 & 2 - Supporting the pupils in

- finding their own individual approach to life
- finding times of calm
- developing an awareness of themselves, their feelings, their emotions & their senses.

Pathway 3 - Developing the pupils'

- multi-sensory approaches to introduce spiritual experiences
- social development through story, music, shared experience, and ritual
- relationships with other people and their understanding of other peoples' needs

Pathway 4 – Providing

- an insight into the work of religion and human experiences, through questioning
- opportunities for pupils to partake in spiritual or reflective activity
- opportunities to enable pupils to make links with their own lives.

Creative

Intent:

At WFS we believe that it is important that pupils are provided with the opportunity to explore their own imagination in an open-ended way. Experiencing a wide range of tools, textures and stimuli will support the development of early skills of mark or sound making using recognised resources or their own voice, to the more explicit skills with the National Curriculum programmes of study.

Implementation:

Teachers will plan to encompass the core skills outlined in the WFSPS or the National Curriculum. This may be through a thematic approach or as part of the planned wider offer for the pupils.

Impact:

Evidence of progress against the WFSPS will be collected on Evidence for Learning, with summative progress recorded on SONAR.

Wyre Forest School Approach to Music

Music is embedded into the daily approach for WFS pupils through welcome songs, class based early nursery rhymes, routine and counting songs. Pupils sing within pathway assemblies, learning a song for that they can all join in verbally and with signs. Teachers also plan music development through the WFSPS – Creative, and for those who are ready, National Curriculum Music. Pathway Leaders arrange events to share with parents for end of term and/or key times of the year i.e. Nativity at Christmas, Holi festival. Pupils across the pathways will be engaged with visited musicians across the year or attend performances e.g. local bands and attending the High School's show.

During 2024-25 we will be recreating the school's signing choir, giving pupils opportunities to join and sign and sign. This will lead to them performing at whole school events i.e. Christmas and Summer Fairs.

Outdoor Learning

Intent:

Outdoor Learning is a broad term that includes discovery, experimentation, learning about and connecting to the natural world, engaging in environmental and adventure activities. At WFS we recognise the value of our pupils experiencing the outdoor world, whether it be the sun or wind on their faces, growing a vegetable that they can cook and eat or recognising the local outdoor opportunities available to them in their own communities.

Implementation:

We recognise a continuum of development in this area and each pathway will follow an approach that best suits their needs and abilities.

Outdoor Learning Continuum	
Pathway	Outdoor Learning Opportunities
Early Years, Pathway 1 & 2	Outdoor Play
Pathway 3	Forest School
Pathway 4	Land based studies
Post 14	John Muir (Pathway 4) RSPB/John Muir Award (Pathway 3) Outdoor Play (Pathway 1 & 2)
Post 16	Allotment (on-site & at Bishops Wood)

Impact:

Evidence of progress against the key skills will be collated using the Outdoor Learning WFS Progression Steps or a relevant award - John Muir, RSPB.

Careers & Preparation for Adulthood

At Wyre Forest School our careers programme is tailored to meet the needs of learner groups and individuals from Year 7 onwards across all pathways. Our programme consists of learning, advice and experiences across:

- Careers
- The World of Work
- Enterprise
- Life Skills
- Transition into Adulthood

In December 2017, the DfE produced a ***Careers Strategy: Making the most of everyone's skills and talents***. The document lays out plans to raise the quality of careers provision nationally. The Gatsby Benchmarks are the measure of excellence in careers provision.

Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal Guidance

At WFS we are committed to supporting the transition into adulthood of all our learners through fulfilling the aims of the DfE strategy alongside meeting the diverse needs of our young people.

Careers and Transition Advice

At WFS our Careers and Transitions Advisor (CTA) provides impartial careers and transition support to students and their parents.

Year group	Planned Input		
Year 7	Group session - Introducing the CTA & PfA		CTA appointments available at parents evenings.
Year 8			
Year 9	Group session as above. 1:1 discussion with each pupil and their parents/carers. Transition action plan document produced in readiness for the Preparing for Adulthood ECHP review.		CTA available for informal discussion with students and parents at Life Beyond School Event (Spring Term)
Year 10	Group session as appropriate 1:1 discussion with each pupil and their parents/carers. Transition action plan document produced in readiness for the Preparing for Adulthood ECHP review.	CTA updates transition plan and provides support in readiness for the Preparing for Adulthood Annual Review of EHCP.	
Year 11	Group session as appropriate 1:1 discussion with each pupil and their parents/carers and support available for applications. CTA available for further support with decision making, transition, etc.		
Year 12			
Year 13			

Year 14	<p>Throughout their time in sixth form, CTA will be in regular contact with pupils, identifying and responding to any changing aspirations.</p> <p>Group session as appropriate</p> <p>1:1 discussion with each pupil and their parents/carers and support available for applications.</p>	parents and students at coffee mornings.		
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