

Wyre Forest School Curriculum & Progression Handbook

Our Curriculum & Progression Story....

As our learner group changed over the last few 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 looked at current levels of attainment, staff thoughts and parent views around areas for development for their 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.




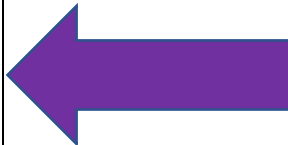
Curriculum Intent

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 adulthood. The curriculum is much more than National Curriculum subjects, rather it is a wide range of skills, knowledge and understanding that encompasses all the areas of development that are key to our pupils and their families in preparing them for life beyond WFS. This is provided within a safe and happy environment that enables all pupils to achieve.

Wyre Forest School Governors and staff team are committed to providing a responsive curriculum that meets the needs of our ever-changing cohort of pupils. Having researched a variety of approaches and curriculum models, we felt that our primary and secondary model did not fully meet need. We now believe that our pathways model ensures access to learning for all pupils, offering experiences that are relevant, interesting and challenging and can be responsive to future pupil cohorts. Our curriculum structure incorporates a four-pathway approach that aligns to and supports development within Early Years, Post 14, The Forest (SEMH) and Russell House. 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.

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.

WFS CURRICULUM PATHWAYS MODEL

Early Years (N-Y1) The Forest Post 14 & 16 (Y10-14) Russell House			
PATHWAY 1	PATHWAY 2	PATHWAY 3	PATHWAY 4
Pre-Formal Curriculum	Informal Curriculum	Semi-Formal Curriculum	Formal Curriculum
Complex/PMLD	Complex SLD,SLD/ASD	SLD, SLD/ASD	GLD, GLD/ASD
Year 2 -14	Year 2 -14	Year 2-9	Year 2-9
Working consistently & over time within P1 to 3	Working consistently & over time within P4 to P5ish	Working consistently & over time within P6 to early National Curriculum	Working consistently & over time significantly below age related expectations within the National Curriculum
			
Working levels: 0-12 months P1-P3ii	Working levels: 12-24 months P4-P5	Working levels: 24-60 months P5-P8	Working levels: 60 months + Within NC Year 1+

Curriculum Implementation

WFS CURRICULUM OVERVIEW

PATHWAY 1	PATHWAY 2	PATHWAY 3	PATHWAY 4
Communication & Interaction Sensory & Physical Cognition & Learning Social, Emotional & Mental Health	Communication & Interaction Independence Mental Health & Well-Being Sensory & Physical Play Cognition & Learning Creative Outdoor Learning	Communication & Interaction Independence Mental Health & Well-Being Physical Well-Being & Development Play Thinking & Problem Solving Literacy Maths The World About Us Creative Outdoor Learning	Communication & Interaction Independence Mental Health & Well-Being (inc; RSE & Citizenship) Physical Well-Being & Development Cognition & Learning - leading into National Curriculum Subjects Outdoor Learning
<p>EARLY YEARS - EYFS, including the Characteristics of Effective Learning & the WFSPS THE FOREST – WFSPS, National Curriculum Subjects, where appropriate & the THRIVE Approach POST 14 & 16 – Accreditation, WFS Progression Steps & Careers & Transition RUSSELL HOUSE – WFSPS with a particular focus upon; independent living skills, social and emotional development & physical and mental well-being</p>			

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)**, **individual provision plans (IPPS)** determine priority targets and smaller steps to achieving this.

All learners at WFS will have their daily curriculum planned to support their EHCP needs and their working levels. For example, pupils in Pathway Two 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** and/or accreditation courses. (See *WFS Curriculum Overview table*). Whatever 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.

Whichever pathway a pupil is in, when they are ready to begin the Year 1 curriculum, in any subject area, the teacher will plan learning accordingly.

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.

Teachers and residential staff baseline pupils 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. Thus, ensuring a personalised curriculum, at the correct level for each child or young adult.

Monitoring & Assessment

At WFS we work with and support teachers and class teams to develop their teaching and learning and assessment approach to focus upon ipsative progress i.e. against the individual child's previous progress and to look at what new learning has taken place against the previous year. Pupil discussion meetings are held, at least twice a year and are an essential component in our monitoring of pupil progress. Governors are also invited to attend these meetings.

All new children to WFS, are baselined within the first six weeks of entry, either against the *Early Support Document & Characteristics of Effective Learning*, WFS Progression Steps (including communication) and where appropriate, the National Curriculum. During an academic year teachers will continually collect evidence and update mark books in order to inform their planning.

We have two formal data drops each year, to look at individual pupil progress, as well as any whole school trends. From this, teachers plan to fill gaps in learning and SLT plan relevant CPD and/or feed this information into the school development plan. Following data drops, detailed *pupil discussion meetings* are held where class teachers, along with a senior member of staff or pathway leader, look at the progress of each child; what their next steps will be and moderate the evidence. At these meetings, further support may be given or additional information/evidence required.

Ipsative assessment data and whole school trend data is shared at the Standards and Curriculum Governors' committee meetings. From this Governors will monitor progress against individual targets and review destination data in order to evaluate if we have achieved our intent. They will also make strategic decisions leading forward into the school development plan.

Further on-going monitoring of the quality of the curriculum and teaching and learning takes place continuously across the year, through both informal and formal processes, supported by SLT and pathway and subject leaders including: curriculum learning walks, teacher observations, planning and learning scrutiny

We use *Evidence for Learning (EFL)* as a tool to capture the learning and progress taking place. We then attach the evidence to an appropriate framework (see Assessment without

Levels at WFS table) and tag it to support further analysis or reporting e.g. annual reviews, interventions etc. We also use the *Efl Insights* tool to support deeper analysis of progress at individual, group, pathway and whole school level.

Assessment without Levels at WFS

PATHWAY	FRAMEWORK	STATUTORY
EARLY YEARS	Early Support Document & Characteristics of Effective Learning WFSPS	Reception baseline (within first 6 weeks of starting school)
PATHWAY 1	WFSPS Engagement Model Careers & Transition	KS1 SATs (Year 2 pupils) May Phonics Check (Year 2 pupils) June
PATHWAY 2	WFSPS Engagement Model Careers and Transition	Engagement Model (Year 2 & Year 6 pupils) June
PATHWAY 3	WFSPS Careers and Transition	Pre-Key Stage Standards (Year 2 & Year 6) June
PATHWAY 4	WFSPS National Curriculum Careers & Transition	KS2 SATs (Year 6 pupils) May
FOREST	WFSPS National Curriculum THRIVE (Not on EFL)	Times table check (Year 6 pupils) June
POST 14 Pathway 4	Accreditation & the following aspects of WFSPS (CWFS Communication Steps, Ind, MH&WB, PWB&D, Tech & Comp & ESafety) Careers and Transition	Accreditation outcomes
POST 14 Pathway 3	Accreditation if Entry Level 1 WFSPS Careers & Transition	Accreditation Outcomes
POST 14 Pathways 1&2	WFSPS Engagement Model Careers & Transition	
POST 16 Pathway 4	Accreditation & the following aspects of WFSPS (CWFS Communication Steps, Ind, MH&WB, PWB&D, Tech & Comp) Careers and Transition	Accreditation outcomes
Post 16 Pathway 3	Accreditation WFSPS Careers & Transition	Accreditation outcomes
Post 16 Pathways 1&2	WFSPS Engagement Model Careers & Transition	
Russell House	WFSPS	

Curriculum Impact (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.

- Personal Learning Goals (PLG) based on EHCP outcomes
- WFS Progression Steps
- Early Support Document
- 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 in order 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 PLG 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 scrutinys led by SLT, pathway and/or subject 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 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 want a particular aspect of their child's development focused upon to support their family life, staff work with them to achieve this.

Parents can discuss their pupils 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 Phase 10 in a specific subject, we would endeavour 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 Curriculum Pathways

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 WFSPS align with and build upon the areas of learning and development within the EYFS.

Early Years (Nursery Assessment Class, Reception (ACORNS) & Year 1 (OAK & PINE))

Pupils within Early Years will be working at a range of attainment levels and will have the full range of SEND. Working ability, levels and need will determine the curriculum offered. At

the end of Early Years, pupils will be placed within the curriculum pathway that will best supports their continued development.

Intent:

Our intent is to provide children with a safe, welcoming environment where they can develop relationships and learn through exploring activities, they find motivating. Our curriculum is based on the Early Years Foundation Stage (EYFS)(see table below) and also encompasses pupil’s own individual learning and styles and engagement models. We aim to develop pupil’s communication skills so they can more confidently express their wants and needs with those around them. In the Early Years Pathway, we offer a wide range of rich, hands-on learning experiences both indoors and outdoors to develop their love of learning, independence and to ensure progress. We plan opportunities that enable the pupils to build self-esteem, confidence and resilience and to allow them to gain a greater awareness of themselves and their own capabilities.

We incorporate the EYFS areas of learning within our curriculum and initially focus upon the three prime areas, to respond to our pupil’s priority needs. When the pupils are ready the four specific areas will also be planned for. Staff continually reflect on the characteristics of effective learning to support the design of the curriculum in meeting individual need.

The EYFS Areas of Learning & Development

<p>Based on four principles:</p> <ul style="list-style-type: none"> • A unique child – developing resilient, capable, confident and self-assured individuals • Positive relationships – supporting the child in becoming strong and independent • Enabling Environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child • Learning & Developing – acknowledging that children learn in different ways
<p>Three Prime Areas:</p> <ul style="list-style-type: none"> • Personal Social & Emotional Development • Communication & Language • Physical Development <p>Four Specific Areas:</p> <ul style="list-style-type: none"> • Literacy • Mathematics • Understanding the world • Expressive Arts & Design
<p>Characteristics of Effective Learning:</p> <ul style="list-style-type: none"> • Playing & Exploring – children investigate and experience things and ‘have a go’ • Active Learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements • Creating & Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Implementation:

Pupils work within the EYFS from the Nursery Assessment Class until the end of Year One, where they join our curriculum pathways. Teachers use the Early Support Documents in NAC and Reception and the WFS Progression Steps when pupils enter Year One, these documents are used to determine next steps for individual pupils and to ensure progress, building on pupils' previous achievements and developing new skills through the use of activities that pupils find motivating. Alongside this, pupils have Personal Learning Goals, which are aligned to their EHCP targets, or to targets such as Speech and Language if pupils have not yet been assessed for an EHCP.

Teachers also use the Characteristics of Effective Learning to support their understanding of how individual children learn and to enable teachers to plan further learning opportunities to ensure progress.

Impact:

All adults record observations on Evidence for Learning, using photographs, videos or anecdotal evidence to record evidence against individual targets and against the Early Support Documents or WFS Progression Steps. This will show the impact that the learning environment and the opportunities for developing and extending skills have had on individual progress.

We complete a baseline assessment at the beginning of Reception and report on the EYFS and characteristics of effective learning at the end of Reception. Where relevant statutory assessment will also be completed.

Our Nursery Assessment Class (NAC) ensures that pupils are appropriately placed for school and our role, for these pupils, is to determine which school pathway will best meet their developmental needs. Many pupils who attend our NAC move onto a mainstream setting.

In Year One, we move to the WFS Progression Steps and adults ensure that pupils are placed within the most suitable curriculum pathway for their individual needs on leaving the Early Years Pathway.

Pathway 1 (Pre-Formal Curriculum - 0-12 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, whilst still being respectful of pupils' age and relative needs.

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 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 uses thematic units of work which focus on the different areas of learning. 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. The pupils chose the activities they wish to engage in and adults scaffold their learning to ensure the pupils maintain and develop their skills. Teachers track these skills, and their level of engagement, and then plan next steps to ensure development is achieved and built upon. Alongside this, the pupils have personalised learning goals (PLGs), which links specifically to their education, health, care plans (EHCPs) outcomes.

Use of the Engagement Model at WFS

Staff realise that unless a pupil is motivated by or engages in an activity, they are unlikely to learn. At the start of the year and as the year develops staff record pupils' Likes/Not Likes to use these as a guide to support an engaging personalised curriculum for each child.

The Engagement Model itself, supports staff in reflecting pupil progress against five areas: exploration, realisation, anticipation, persistence, and initiation. Staff at WFS use these areas as prompts to support considerations for planning for individual pupils, and to record progress against specific tasks/skill development.

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/PLGs). 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.

Pathway 2 (Informal Curriculum - 12-24 months)

Pupils within Pathway 2 will 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 WFSPS. The teaching approach will begin to include more group work and range of learning opportunities happening at the same time.

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 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 uses thematic units of work which focus on the different areas of learning. 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. Continuous provision 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 learning to enable pupils to progress their skills further. Adults also plan activities to support progress against specific skills which link to the Wyre Forest Progression Steps or the pupils Personal Learning Goals. 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 Personal Learning Goals). 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 - 24-60 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 at the top level of this pathway they may begin National Curriculum subject learning, initially in English and Maths.

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 and focus on pupils' individual learning goals. 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 pupils 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.

Pathway 4 (Formal Curriculum - 60 months+ 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 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 IPPs. 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.

The Forest (Social Emotional & Mental Health - working across all levels)

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/or the National Curriculum programmes of 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, Nationals 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.



Using the THRIVE Approach in The Forest.

In all stages of our school, for all learners, we are committed to applying the ethos of the THRIVE Approach Within the Forest, it 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.

Prompted by significant advances in brain imaging, we are keen to invest in the neuro-science based research which has yielded important insights about how the brain and nervous system function and develop. In particular, scientists have discovered that the neural pathways of the brain and wider nervous system are relatively unformed at birth, undergoing much of their development during the first three years of life in response to relational experiences with primary care-givers. A key development during this period is the establishment of the body's stress-response system. This lays the foundation for our social and emotional development throughout life, affecting our capacity to relate, love, learn and manage stress in healthy ways. However, research has also revealed the inherent 'plasticity' of the brain – its capacity to forge new neural connections in response to experience. The fact that the brain retains this property to a greater or lesser degree throughout life means that where brain development has been less than optimal, it remains possible to intervene at a later stage to fill the gaps.

In the Thrive Approach we use a developmental model to help us understand how we develop socially and emotionally from birth through to adulthood. This model gives us a framework for understanding what healthy child development looks like in terms of behaviour and learning and clarifies what the role of adults should be in facilitating a child's development at each of the different stages. In addition, the model gives us a lens through which to look at and interpret children's behaviour, enabling us to identify the particular developmental needs being signalled by their behaviour and to choose appropriate, targeted interventions designed to meet those needs.

Post 14 & 16

Pupils within Post 14 and post 16 are KS 4 & 5 aged pupils. Some of these pupils will be following the curriculum of pathways 1 & 2, as this approach will continue to support their development. Many Post 14 pupils, working within pathway 4 will leave WFS at the end of year 11. Pupils may stay in Post 16 for 1-3 years depending upon need and aspiration. All pupils will be following the Learning for Living curriculum focusing upon preparation for adulthood.

	Post-14 Pathway 3	Post-14 Pathway 4	Sixth Form (Post-16)
	Years 10-11 (24-60 months)	Years 10-11 (5 years +)	Years 12-14 Pathway 3 & 4 1-3 year placement depending on need and aspirations
Intent	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.	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	<p>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 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 PLG's, and delivered on the whole by the class teacher. Where assessed as able to do so, pupils work towards gaining Entry Level Maths and English.</p>	<p>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 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 PLG's. Engagement with a range of post-16 providers and employers ensures that pupils are equipped with the knowledge required to make positive decisions about their next steps.</p>	<p>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.</p>
Curriculum	<ul style="list-style-type: none"> • Independent Living • Healthy Living • Functional skills • Creativity • My Community • The World About Us • My Future 	<ul style="list-style-type: none"> • English • Maths • Science • PE • Creativity (Design Technology & Art) • Healthy Living (PE and Food Tech) • My Future • Digital Literacy • Outdoor Learning • PSHCE • RSE • RE 	<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 • Life Beyond School (transition planning) • PSHE and RSE • Enterprise
Accreditation Opportunities	<ul style="list-style-type: none"> • NCFE Entry Level English • NCFE Entry Level Maths • John Muir Award 	<ul style="list-style-type: none"> • NCFE Entry Level English • NCFE Entry Level Maths • OCR Entry Level Science • WJEC Healthy Living Pathway • NCFE Creative Crafts • John Muir Award 	<ul style="list-style-type: none"> • OCR Life and Living Skills Entry level 1-3 • ASDAN AoPE/CoPE Level 1

Impact	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 no students to be NEET.		
Assessment	<p>Evidence for Learning is used to record progress towards:</p> <ul style="list-style-type: none"> • EHCP/IPP targets • WFS Progression Steps (incl Communication) • NCFE Entry Level 1 Maths and English where appropriate 	<p>Evidence for learning is used to record progress towards:</p> <ul style="list-style-type: none"> • EHCP/IPP targets • Selected strands of the WFS Progression Steps (Communication, Independence, Mental Health and Well-being, Physical Well-being and Development, Technology and Computing) <p>Progress towards accreditation is tracked using EvFL where it is the most efficient tool to meet the moderation requirements of individual examination boards.</p>	<p>Evidence for Learning is used to record progress towards:</p> <ul style="list-style-type: none"> • EHCP/IPP 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) • NCFE Maths and English where appropriate <p>OCR Life and Living Skills and AoPE/CoPE is internally and externally moderated following exam board procedures.</p>
Careers and Transition	Each pupil's transition journey from year 7 onwards is recorded on Evidence for Learning using the Careers and Transition framework. Careers is taught through PSHCE and the wider curriculum. Pupils follow the My Future curriculum in years 10 and 11. Once in sixth form, the My Future curriculum is further built-on with bespoke transition opportunities planned. On-going advice and support is provided by the Careers and Transition advisor.		
Predicted Future Destinations	Sixth Form Further Education Specialist College (post-19 to meet needs of individuals) Social care provision	Sixth Form Further Education Work-based training	Further Education Work-based training Employment Specialist College (post-19 to meet needs of individuals in P3)

We work hard at WFS with the students, their parents/carers and future providers to aim to transition our students their first-choice next destination. Where this is not possible, we work with them and the Careers and Transition Advisor to support an alternative option. Most Common destinations into adulthood are highlighted on the table on the next page.

Most Common Destinations into Adulthood for Learners at Wyre Forest School



Russell House (Residential)

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 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 often link in with targets set in school outlined in WFS Progression Steps. 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.

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 EFL.

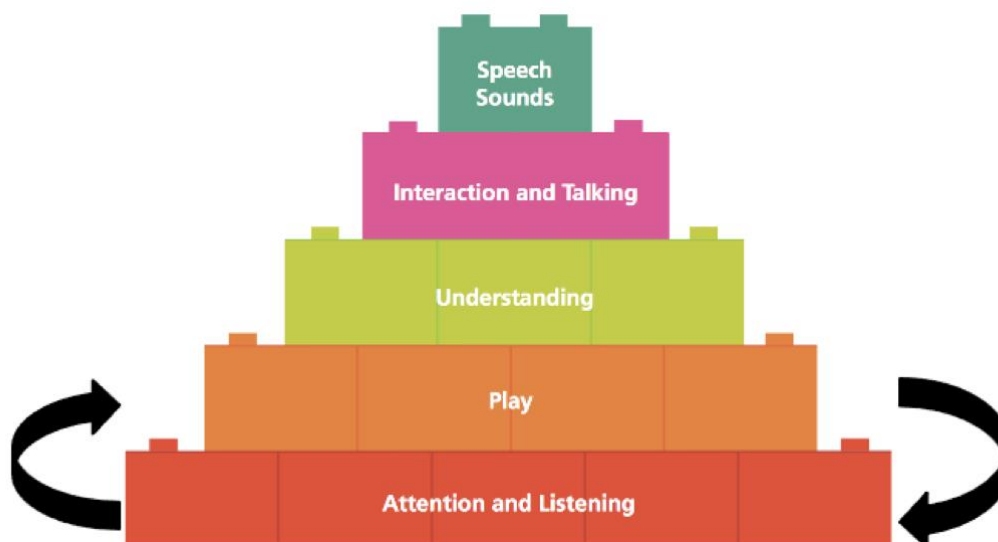
Staff will evaluate progress from all evidence gathered and share with students themselves giving them the opportunity to discuss their achievements and consider next steps.

Wyre Forest School Approach to Speech, Language & Communication

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

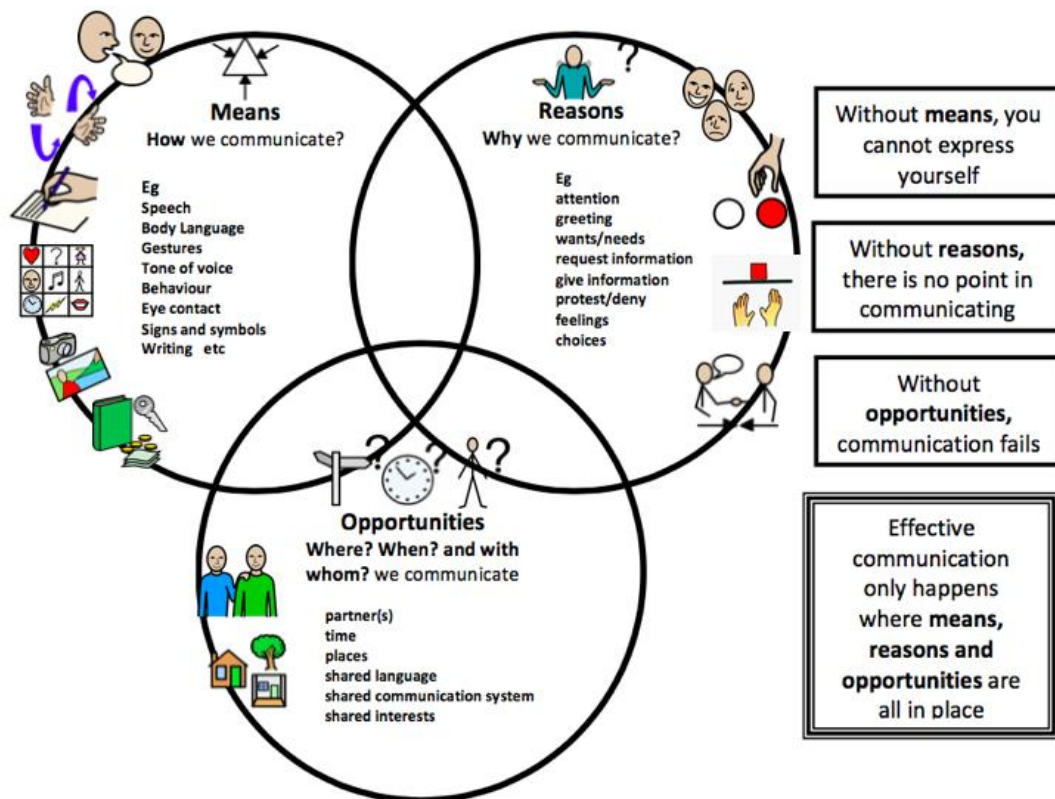
www.thecommunicationtrust.org.uk

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 EFL, through parent feedback during annual reviews and parent evenings and on Speech & Language Therapy reports.

Wyre Forest School 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 takes into account 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.

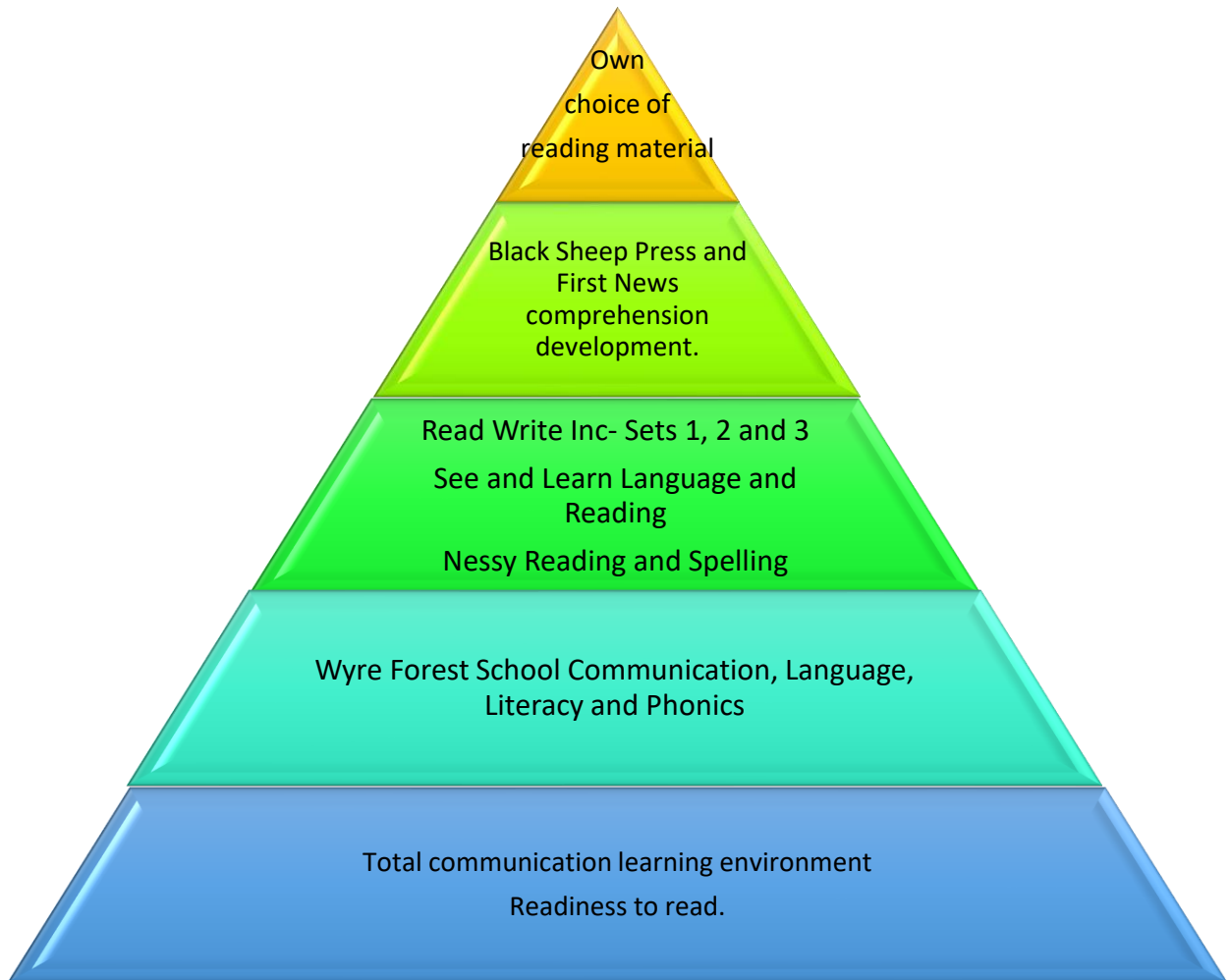
- are growing competent in the skills of communication, asking and responding to questions and participating in discussions, demonstrating an understanding of what they have read.
- develop and address their reading skills within all areas of their curriculum provision and learning beyond the classroom 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.

Wyre Forest School Approach to Writing (To Be Updated soon)

Wyre Forest School Approach to Numeracy

Maths at WFS is planned sequentially from the WFS Progression Steps into the National Curriculum. Teachers plan the learning forward from each child's individual starting point. Activities will be planned, as far as possible using practical and real-life scenarios to support understanding. Where there are gaps in learning or confusion around key concepts, teachers will try a range of methods to support understanding.

Students in Post 14 & 16 classes will continue to develop their understanding of mathematics, whether this be through accreditation or 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.

Wyre Forest School Approach to the National Curriculum subjects; Science & the Foundation Subjects

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.

Subject leaders (English & Maths), specialist teachers (Science, Physical Education, Art, Design Technology & Food Technology) and subject champions (Computing, Music, RE, Geography & History) can provide support to staff with planning and their approach to the curriculum, whilst ensuring their subject is represented accurately and appropriately across the school.

Wyre Forest School Approach to PSHCE (Personal, Social, Health & Careers 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 as independently as possible. 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. We

The aims of our PSHCE curriculum is to support our young people to:

- be able to communicate and interact effectively with others
- 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

These three main strands of Positive Communication, Healthy Growth and Wellbeing and Safe Relationships run throughout the school and students will continually develop their knowledge and skills every year. Alongside this, teachers will plan to develop pupils' understanding of their own and others' mental health and well-being. They will be encouraged to understand their own place in the world and develop a tolerance of those who make different life-style choices to their own.

At WFS our careers and world of work programme is tailored to meet the needs of the learner group and individuals from year 7 onwards. However, the skills developed within the WFS Progression Steps and our continued approach to developing pupils' independence, will support pupils in cultivating the skills required for their role in society and their life beyond WFS.

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

Our Relationships Education and RSE programmes are part of our Wyre Forest School whole school Science and PSHCE (Personal, Social, Health and Careers Education) provision. The WFS Progression Steps support staff in planning and teaching earlier understanding in these areas.

The PSHCE curriculum comprises of three strands:

1. Health Education

2. Living in the Wider World & Careers

3. Relationships Education (for pupils in Years 2-6) & Relationships and Sex Education (for pupils in Years 7-11)

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. RSE links to other areas of personal development such as ICT & Online safety, Science and Religious Education (differing views, beliefs and practices).

Due to the special educational needs of pupils at Wyre Forest School, it may not be appropriate for all RSE topics to be delivered to all pupils, and the government guidance supports this, stating subject content must be 'sensitive, age appropriate and developmentally appropriate' (Relationships Education and Relationships and Sex Education Guidance DfEE 2019, pg. 4). Staff will endeavour to cover as much of the statutory requirements as appropriate, ensuring that teaching is differentiated and 3 personalised. Details of the PSHCE curriculum can be found on our website.

Class teachers in all pathways have responsibility for delivering aspects of Relationships Education or RSE appropriate to the age and understanding of their pupils. In our Post 14 classes, aspects are delivered through both the Science and RSE curriculum by class or subject teachers. The requirements delivered through National Curriculum Science are noted in Appendix A. Where there is overlap in themes between RSE and other subjects, such as Science and Information Technology i.e. on-line safety, staff will pay clear adherence to all relevant policies, including Safeguarding and On-Line Safety.

Where relevant pupils receive additional input from external agencies, such as West Mercia Women's aid, West Mercia Rape & Sexual Abuse Support Centre and local health providers. In all cases content will be age and developmentally appropriate and accessible for all pupils.

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 (supported by the DfE Guidance 2019 p.14) 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. There is the danger that when questions go unanswered that children may turn to inappropriate sources of information which may endanger their physical or mental health and wellbeing.

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/carers to help them discuss the RSE content with their child.

Wyre Forest School Approach to Religious Education (RE)

At Wyre Forest School (WFS) we follow the Worcestershire Agreed Syllabus 2020-2025 (Worcestershire County Council), 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'.

RE will be treated as other subjects within the WFS approach to the curriculum, i.e., pupils will be taught learning when they are ready. RE planning will be embedded within each pathway approach at a level relevant for the learners. At WFS we adhere to Worcestershire's advice, regarding RE in special schools; drawing on the key ideas of 'discovering, exploring, connecting and responding'. The teachers at WFS will tailor planning of the RE experiences, dependent upon the learner group. This will include pupils understanding their own individuality, finding their own calm and space in the world, the use of multi-sensory approaches and finding insights into being able to answer tough questions.

Within planning teachers will 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.

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
- Supporting the pupils in developing an awareness of themselves, their feelings, their emotions & their senses.

Pathway 3:

- the use of multi-sensory approaches to introduce the pupils to spiritual experiences
- supporting pupils' social development through story, music, shared experience and ritual
- supporting pupils in developing their 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
- Providing opportunities for pupils to partake in spiritual or reflective activity
- Enabling pupils to make links with their own lives

The Forest:

- Supporting pupils in addressing deeper issues, using spiritual materials and seeing how others have tackled difficult situations
- Exploring, in a safe space, complex emotions or thoughts/challenging questions
- Supporting the development of maturity and self-awareness

Wyre Forest School Approach to Physical Development & PE (Physical Education)

Planning for physical development, uses steps within the WFS Progression Steps, building up to National Curriculum expectations and as part of accreditation in Post 14 classes. Teachers working with learners within National Curriculum levels are supported with use of the REAL PE programme.

Pupils with physical needs highlighted on their EHCP or through external agencies will be supported with programmes created by physio therapists and/or occupational therapists. Staff at school work closely with the external experts to ensure that the pupils can either reach their full potential in this area or are supported to be more comfortable within their physicality. Staff are trained, to enable the programmes to become embedded within the pupils' daily/weekly curriculum. At any point staff or parents and carers can refer their child for further support.

Wyre Forest School Approach to Play

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. 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.

Wyre Forest School Approach to Outdoor Learning

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. We recognise a continuum of development in this area and each pathway will follow an approach that best suits their needs and abilities. Evidence of progress against the key skills will be collated using the Outdoor Learning WFS Progression Steps or a relevant award - John Muir, RSPB.

Outdoor Learning Continuum

Pathway	Outdoor Learning Opportunities
Early Years, Pathway 1 & 2	Outdoor Play
Pathway 3	Forest School
Pathway 4	Land based studies
The Forest	Forest School
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)