

# Meadowfield School Curriculum Intent Statement



2024-2025

Meadowfield school is a provision for pupils age from 3 years to 19 years with profound, severe and complex needs.

## Curriculum Intent

Our overarching curriculum intent is for pupils to leave Meadowfield as:

- Young people who are confident communicators able to express themselves:
  - verbally, through signing, symbol exchange, communication boards or other AAC
  - In written form; hand writing or using technology
  - Able to read
- Young people who are financially capable and able to apply the four rules of maths to daily living
- Young people who can stay safe online and, in the community, and know where to turn for help
- Young people who know, are part of and can contribute to their community through upholding the Fundamental British Values.
- Young people who can express their creativity and manage their time with a positive range of activities
- Young people who are able to maintain their health through making positive choices
- Young people who are resilient and able to self-regulate and manage change
- Young people who can live as independently as possible and access college, apprenticeships or employment with or without support.

Research demonstrates that pupils learn best when learning is practical, connected, revisited, cross curricular and linked to reality. At each stage of our curriculum our intent is to equip our pupils with skills for their next stage of education and ultimately for life. Reading is a priority of the school offered through the Sounds Write programme across key stages 1-4, with elements used in the Early years' classes.

**Early Years Foundation Stage:** Nursery through to end of Year 1; the curriculum is child centred and tailored to provide our pupils with meaningful experiences through a thematic and sequential approach in a safe and positive environment working towards the Early learning goals.

**Engage Pathway:** Reception through to Key Stage 4;

The Curriculum offers a therapeutic and multisensory approach to learning with Wellbeing and **Engagement** central to learning. The Curriculum is designed to meet the individual needs of our most complex pupils. Each pupil has their own set of learning targets with each class following a topic-based approach which is age appropriate for the class group. This ensures that there are many opportunities for group work creating a cohesive class unit working on common activity while each pupil is working towards their own individualised targets.

**Explore Pathway:** Key stage 1 through to Key stage 4;

The curriculum allows pupils to develop academically and socially through the **exploration** of irresistible learning opportunities, which build on prior skills and knowledge at an age appropriate level. It encompasses the development of communication, interpersonal and problem-solving skills, and preparation for adulthood through cross curricular lessons; whilst building resilience, independence and enhancing wellbeing. Pupils in Explore pathway will continue their Meadowfield journey into their next phase of learning with a sense of pride and a zest for lifelong learning.

**Enquire Pathway:** Key stage 2 through to Key stage 4;

The curriculum is broad, balanced and relevant; it allows pupils time to revisit concepts and deepen understanding through the development of abstract thinking and **enquiring** minds whilst embedding skills for life. There is an emphasis on connectivity between subjects so the pupils develop their understanding holistically and make the connection between what they are learning in class and the wider world.

**The Sixth Form** prepares the pupils for adulthood and life beyond school. There is a clear focus on developing knowledge, skills and understanding so that pupils can live a purposeful, meaningful and fulfilled life and are able to contribute to and be an active member of their community.

**Nurture:** The school has embraced the Six Principles of Nurture as a fundamental cornerstone for learning. We recognise the link between well-being and behaviour as a communication of low well-being. It is our intent that the well-being of every pupil is addressed daily to ensure that they are ready to learn.

**Forest School and Duke of Edinburgh Award:** Meadowfield School has a trained Forest School Leader who organises sessions three times weekly for pupils across Explore pathway.

In Sixth Form students can opt to participate in The Duke of Edinburgh Award. The school offers Bronze, Silver and Gold awards.

## **Curriculum Implementation 2024-25**

Meadowfield School pupils join the school with their own individual learning needs, our curriculum implementation ensures that each pupil is able to access a curriculum pathway that enables them to make the best progress.

The school has taken account of recommendations of the Rochford Review in developing parallel but interconnecting curriculum pathways across the school. Pupils can move between each curriculum model as they develop and move through the school.

- The Early Years Foundation Stage curriculum for pupils aged 3 to end of Year 1 focuses on the early development and learning through play within the Prime areas of Communication and Language, Physical development and Personal, Social and Emotional development alongside the Specific areas of Literacy, Maths, Expressive and Creative Arts and Understanding the World working toward meeting the Early Learning Goals. EHCP targets and therapy targets are embedded into daily learning activities, and progress recorded on Evidence for Learning.
- The Engage curriculum for pupils with PMLD/MSI focuses on communication, cognition, technology, motor skills (fine and gross), personal, social and emotional wellbeing and engagement. Pupils have individual targets in each area embedded into which are their EHCP and therapy targets. These targets are worked towards across the day through all learning activities, transitions and personal hygiene routines, and progress recorded on Evidence for Learning.
- The Explore curriculum builds on developing core skills, communication, reading and writing skills, mathematic concepts, scientific enquiry, technology skills, creative arts, PE and personal, social, emotional and well-being through the delivery of an Early year's ethos of learning through differentiated outcomes using practical, meaningful and explorative resources. EHCP targets and therapy targets are embedded into daily learning activities, and progress recorded on Evidence for Learning.
- The Enquire Curriculum builds on exploration skills and knowledge for those pupils who are ready for a more formal primary aged subject led approach; and will follow planning driven by the National Curriculum and

accreditation specifications. EHCP targets and therapy targets are embedded into daily learning activities, and progress recorded on Evidence for Learning.

The emphasis is always to provide an accessible curriculum for all that enables pupils of all ages and needs to develop behaviours for learning and skills for independence. There have been an increasing number of pupils with a primary need of ASD joining the school over the last five years who have high sensory needs. Our Behaviour curriculum outlines the importance of addressing these needs to improve sensory regulation and engagement. Sensory integration strategies and activities are now embedded into the learning day, which enables pupils to regulate their behaviours and access a full curriculum.

### **Curriculum Implementation in Early Years foundation stage and Explore Pathway.**

The curriculum models in these pathways are primarily Early years based following a thematic approach through hands on, concrete experiences. This is delivered through three overarching topics which span the academic year, The World Around Me, The Imaginary World and the Natural World, beneath each overarching theme are a range of subtopics which enables the teacher to select topics appropriate to the class and the pupils to have input into the learning pathway. Aspects of humanities, RE and Modern foreign language are taught through theme days. ‘Who are we’ and ‘Where are we’ teach the pupils about the diverse world in which we live through exploring their physical world, culture and heritage. The phonic programme Sounds Write is implemented to support progress in reading.

#### **Early Years Foundation Stage**

Pupils in the Nursery and Reception Year follow the EYFS areas of learning. The timetable is structured around planned play and teacher directed sessions, the division of time is approximately 70/30. The timetable addresses the Prime and Specific areas of learning through developing the characteristics of effective learning.

Characteristics of effective Learning	PRIME	SPECIFIC
<ul style="list-style-type: none"> <li>• Playing and exploring</li> <li>• Active learning</li> <li>• Creating and thinking critically</li> </ul>	<ul style="list-style-type: none"> <li>• Communication &amp; Language</li> <li>• Personal, Social, Emotional development</li> <li>• Physical development</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Mathematics</li> <li>• Understanding the World</li> <li>• Expressive arts and Design</li> </ul>

#### **Engage Curriculum Implementation Reception to Key stage 4**

The core areas of learning are;

<ul style="list-style-type: none"> <li>• Communication</li> <li>• Cognition</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Personal, social and emotional well being</li> <li>• Physical skills</li> <li>• Engagement</li> </ul>
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The Engage Curriculum is delivered across 4 classes that are not age specific and are primarily for pupils with Profound and Multiple Learning Difficulties.

At the start of the academic year a detailed written baseline summative assessment in each of the six areas of learning will be completed by the class teacher. This will then be reviewed and updated in term 3 and 6 to record the meaningful small steps pupils achieve. Alongside this, pupils will be assessed on the Engagement Model which is an assessment tool that helps schools meet their duties in supporting pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study. The model has 5 areas: exploration, realisation, anticipation, persistence and initiation. From this assessment pupils will have a set of targets in the six key learning

areas which are addressed across the day through all learning activities, every moment of the day, whether in the classroom, in the hygiene room, in the dining room or transitioning around the school, is an opportunity to be working towards a target. All therapy targets and EHCP targets are embedded within each pupil's set of targets within the six key areas of learning.

### Explore Curriculum Implementation Key stage 1 to 4

The core areas of learning are:

<ul style="list-style-type: none"> <li>• Communication</li> <li>• Personal, social &amp; emotional development</li> <li>• Physical development</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Maths</li> <li>• Scientific enquiry</li> <li>• Computing</li> <li>• Art &amp; Design</li> <li>• Music &amp; Drama</li> <li>• Who are we and where are we?</li> </ul>
<p>Nurture focused activities, including breakfast take place at the start of every day. Technology, PSED and sensory processing activities are embedded throughout the day to support the development of behaviours for learning.</p>	

Key Stage 4

All pupils work towards accreditation at an appropriate level following ASDAN Personal Progress

### Enquire Curriculum Implementation Key stage 2-4.

The core learning areas are:

<ul style="list-style-type: none"> <li>• Communication &amp; Language</li> <li>• Personal, social &amp; emotional development</li> <li>• English</li> <li>• Maths</li> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Physical development</li> <li>• Art &amp; Design</li> <li>• Music &amp; Drama</li> <li>• Who are we &amp; Where are we?</li> </ul>
<p>Nurture focused activities, including breakfast take place at the start of every day and allow for focused interventions. Technology, PSED and sensory processing activities are embedded throughout the day to support development.</p> <p>Key Stage 4 Options include; Art, Music, Living Independently, Geography and Food Wise All pupils work towards accreditation at an appropriate level following ASDAN Short Courses</p>	

### Curriculum Implementation in the Sixth Form

The curriculum in the Sixth Form is delivered through two different pathways, the pathways are identified for students by looking closely at the needs of the student and how best they can be met. These are underpinned by providing students with the practical skills they need for life. The content of the curriculum in Sixth Form moves to developing independence and preparation for adulthood. Students have discreet lessons in reading, functional English and functional Maths. All students study an ASDAN qualification which aims to support students through a number of different topics and subjects. Running through this course is a real focus on developing independent skills. Students benefit from work experience opportunities, independent careers advice and opportunities with local employers. A high priority is placed on PSHE, RSE and addressing mental health needs and on online safety. All students also have the opportunity in the sixth form to work towards the Duke of Edinburgh Award.

## Curriculum IMPACT

At Meadowfield School there are a range of measures used to evaluate the impact of the curriculum.

These include:

- Progress measures using formative and summative assessment
- Curriculum leader work scrutiny
- SMT Quality Improvement
- Monitoring of pupil well-being
- Monitoring the impact of nurture interventions through Boxall profiles
- Reviewing behaviour data
- Monitoring of EHCP targets
- Reviewing pupil Well-Being plans to assess the impact of strategies and interventions
- Reviewing attendance data
- Pupil surveys
- Parent surveys
- Parental feedback at EHCP reviews - Section A form
- Observation of pupil engagement during drop-ins, lessons observations and learning walks
- Assessing the impact of transitions through pupil well-being at the start of the new academic year or following a change in class
- Destination data and follow up calls to students, parents and carers to ensure transition to college, apprenticeship or employment has been successful.
- Feedback from other agencies such as social services, Early Help, College, Employers
- Reviewing the impact of Safeguarding referrals and parents support and engagement

	ASDAN Short Courses	ASDAN Personal Progress	ASDAN My Independence – Raising Aspirations	ASDAN Personal Development Programme	Duke of Edinburgh	Arts Award
English	✓	✓		✓		
Mathematics	✓	✓		✓		
Science	✓					
ICT		✓				
PE		✓			✓	
PSHCE/RSE/Citizenship	✓	✓	✓	✓		
Vocational Young Enterprise					✓	
Lifeskills & Independence	✓	✓	✓	✓		
Employability Skills		✓	✓	✓	✓	
Art						✓
Music						✓
Hospitality	✓	✓		✓		
Humanities	✓					