Curriculum Statement 2022

Intent

Our Vision

Team Claremont nurtures student to grow towards the warmth of the sun, in whichever direction is right for them, breaking down walls to allow the beams to shine through. Rays of light burst through to allow opportunities for awe and wonder, so our students expand their horizons today to dream big for tomorrow. Every day the sun rises on Claremont and lights up success.

At Claremont we focus on three priorities
Communication, Independence, and Connection.

1. **Communication** = All students develop a form of functional communication so that they have a voice. **'communicate their ideas and emotions'.**
   - Express needs, wants and preferences.
   - Voice an opinion
   - Give an idea.
   - Ask and answer a question.
   - Engage in and start a conversation.

2. **Independence** = All students develop a level of independence, to enable them to become empowered in the activities they take part in.

   'Understand the world, ability to reason, sense of enjoyment and curiosity'.
   - Communicate confidently.
   - Problem solve.
   - Physically able to support themselves with various activities.
   - Actively explore and participate in activities that are enjoyed and promote their talents.
   - Take ownership of their choices and decisions.

3. **Connection** = All students will be an active member of the school and wider community, now and throughout their lives.

   'Knowledge, skills and understanding to prepare them to play a full and active part in society'.
   - Engage in a wide variety of activities in the community.
   - Use their talents to contribute to the school and wider community.
   - Sense of belonging and place within the school and wider community
   - Have their voice heard in order to make a difference.

Implementation

The Claremont Student Specific Curriculum

The ambition for our school is that all our students achieve the best they can and '***Enjoy Learning for Living'***. This ambition is underpinned by a set of principles that run through the school's curriculum:

- It starts with the student at its centre – exploring their strengths, their needs and their priorities
- It is constructed with EHCP outcomes at the core
- It is ambitious, engaging and broad
- It is coherently planned
- It is planned collaboratively with other professionals
- It considers the views and wishes of the pupil, their parents and carers
- It takes every opportunity to help pupils learn
- It includes 'wow' moments to stimulate and interest our pupils
- It takes place in an environment where pupils feel safe and their health and emotional needs are well met.

A holistic personalised curriculum that provides all students with the best possible opportunities to develop and reach their individual goals. Our ambition is that students develop **communication** and **independence** skills so that they develop a strong **connection** to the world around them and have a fulfilling and meaningful life.

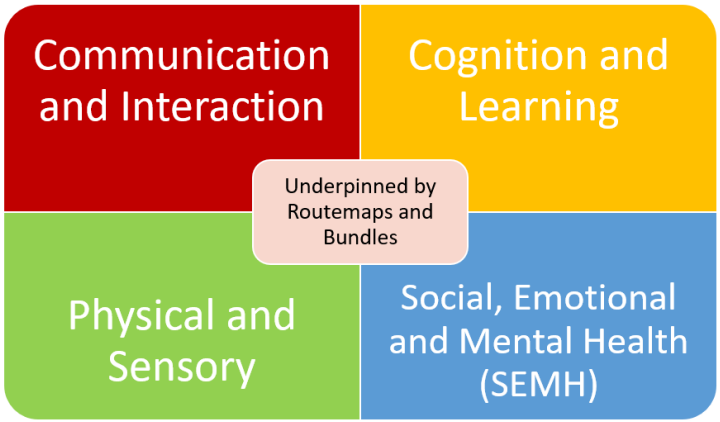
How is the learning journey of all the students made personalised to each individual child?

Every child has an **EHCP** with personalised learning outcomes set in the four areas: Physical, Cognition, Communication and SEMH which are reviewed in EHCP reviews each year with input from families, therapists and the class team. The teacher, with input from the therapists, breaks down the outcomes into a yearly target and an **ILP** - one for each area. These are thread through the daily planning and teaching so that students are working on these targets every day. For our Post 16 students these EHCP areas are now linked to be in line with the Preparing for Adulthood areas of need in preparation for ongoing learning and development in their learning after Claremont too.

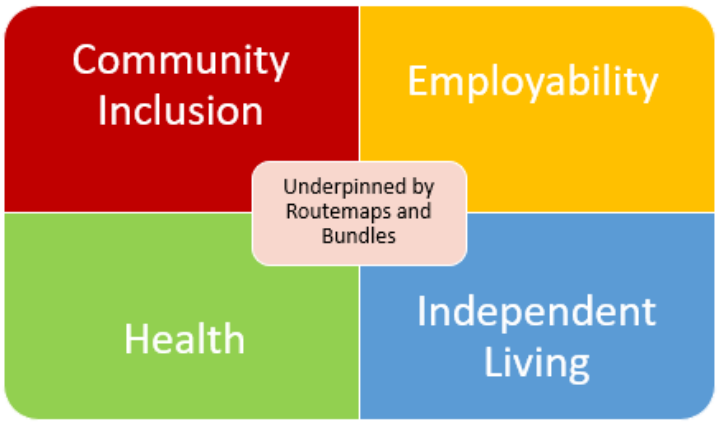
Please see Jo's ILP targets that she has been working on (Appendix A) in Appendices

Start Point =EHCP

Age 3 - 16



Post 16



How do teachers know the small sequence of steps the students need to make in order to achieve their outcomes?

There are **Routemaps** for each of the skills that show the pathway a student might take to reach their outcomes. Teachers use these to support them in writing ILPs or to support their planning of students next steps. Some of these we have written ourselves working with our multi-professional team, others are adapted from external sources.

Please see routemap information being applied (Appendix B) in Appendices

How does Claremont ensure students receive a broad and balanced curriculum across the year and during their time at Claremont?

Theme Grids ensure across the year that students' learning is enriched by elements of all the EYFS Areas of Learning/ National Curriculum areas and students are engaged and stimulated throughout their learning journeys at Claremont. The theme grids ensure the curriculum coverage is progressive throughout the school and that the curriculum is relevant and meaningful. They are run on a 3 year rolling program of themes and there are different theme grids for students in the EYFS, Primary and secondary.

Post 16 then move away from theme grids with more of a focus on Preparing for Adulthood. All our Post 16 students continue with an accreditation pathway which moves them on from the Key Stage 4 ASDAN - Transition Challenge, to the Personal Progress Award in which our learners can earn a range of accreditations. These areas are complimented by a more functional approach to numeracy and literacy and opportunities and links in the local community too.

Please see a theme grid example (Appendix C) in Appendices

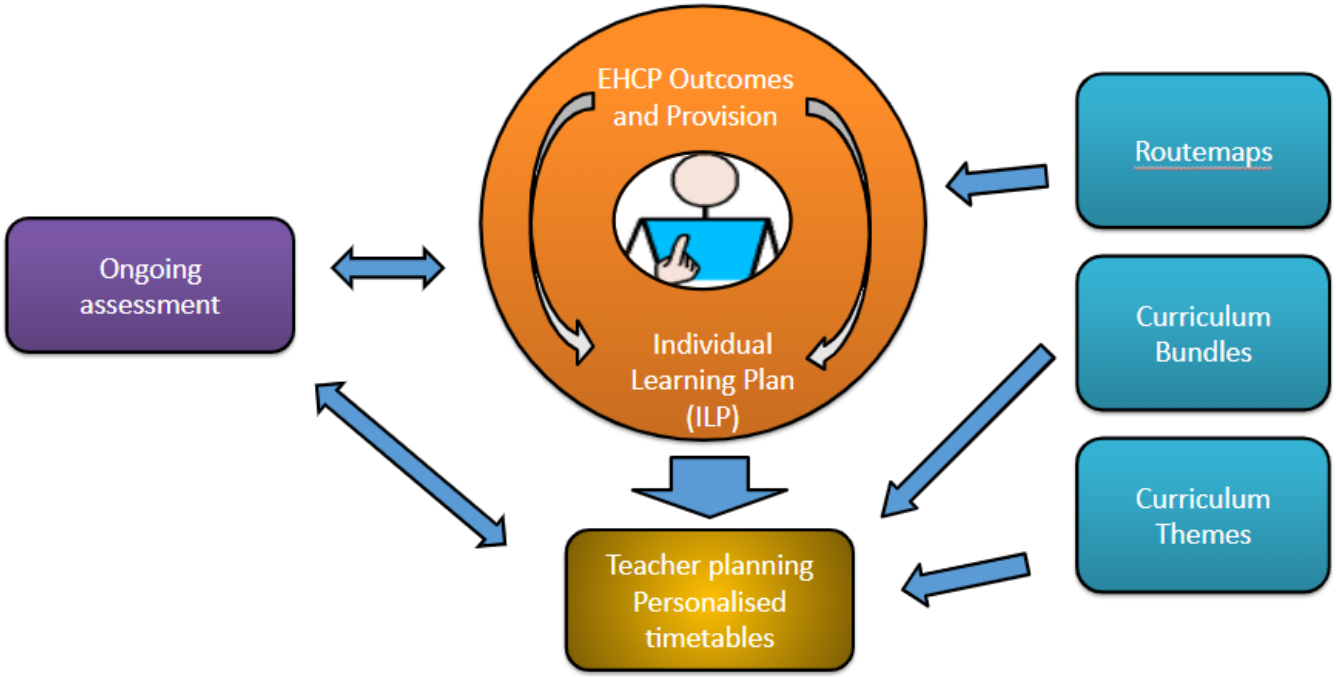
How do teachers know how to teach the students and ensure they achieve their ILPs while keeping their students engaged?

To support teachers in devising ways to engage and promote learning, **Curriculum Bundles** have been created to outline the content of learning under each area of the EHCP. They contain a collection of information to support teachers to develop their subject knowledge. The bundles include a wide range of activities including direct links to National Curriculum subjects and provide the motivating context to enable us to teach priority skills.

Please see a curriculum bundle example (Appendix D) in Appendices

Process for Individual Students

This diagram illustrates that the student along with their EHCP outcomes, provision and their ILP's are at the centre of their student specific curriculum. This all feeds directly into the teacher planning and personalised timetables along with the ongoing assessment, curriculum bundles and curriculum themes. Information from the Routemaps and from ongoing assessment will inform the EHCP reviews and writing of ILPs as appropriate.



Early Years

Through the EYFS framework our intent is to provide a bespoke, holistic, engaging, aspirational and playful approach to learning. The Characteristics of Effective Learning are at the heart of the EYFS curriculum with the intent of building upon our children's abilities to learn and understand that they learn in different ways. All of the learning planned aims to work on their own personal ILPs while offering a broad range of learning experiences to motivate and engage them.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving:

Communication and Language	**Physical Development**	**Personal, Social and Emotional Development**

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

Literacy	**Maths**	**Understanding the World**	**Expressive Arts and Design**

Outdoor Learning
Forest School
Play based Learning

Primary & Secondary

Although the outcomes in their EHCP are the key focus for our students, the National Curriculum subjects provide a breadth of learning and experiences through which to achieve their ILP targets and they are covered in a very cross curricular way due to the levels they are accessing the subjects at. Students' progress in these National Curriculum areas is tracked on assessment grids with our PMLD students focusing on the core subjects and our SLD students being assessed in all subjects.

Maths	**English**	**Science**	**PE**	**RSE**	**Computing**
Humanities	**RE**	**Art and Design**	**D&T**	**Music**	**Languages**

Play and Leisure
Employer Encounters/ Visits
Enterprise
Work Experience (KS3/4 when relevant)
Independent Living Skills

Post 16

In our Post 16 classes the focus shifts much more towards the Preparation for Adulthood framework which has been embedded in previous phases however now becomes even more of a focus as we prepare our students for life after Claremont in whatever form that takes. All our Post 16 students continue with an accreditation pathway which moves them on from the Key Stage 4 ASDAN - Transition Challenge, to the Personal Progress Award in which our learners can earn a range of accreditations. These areas are complimented by a more functional approach to numeracy and literacy and opportunities and links in the local community too.

Functional Literacy	Functional Numeracy	RSE	Community Inclusion	Employment	Independent Living	Health
Duke of Edinburgh **Travel Training** **ASDAN** **Leisure in the Community**						

Running through the whole school day are our Golden Threads

Here at **Claremont**School everything's going **SWELL.**

Seize the moment

Work together

Engage and empower

Look,

Listen and respond

This is what we all do, everyday, to promote in our students an enjoyment of learning for living.

Impact

The curriculum impact must be measured against our initial intent (above) which can be done in a myriad of ways. We use ipsative assessment for all students, whereby we compare the individual students against themselves from previous data drops, meaning progress is directly measured against the individual. Due to the complex and individualised learning of our students we feel this produces the most meaningful data.

There are also many other ways of measuring impact from the student progress meetings and data analysis, to termly reports to parents, EHCP review meetings and the ASDAN Qualifications students achieve. In addition to these more formal ways of measuring the impact of teaching and learning, impact can be seen by the monitoring that is undertaken by our School Improvement Officer, Visitors from Bristol City Council, by the governing body and within our own team.

All of this drives continuous self-reflection and evolution of our curriculum offer. The impact can also be seen through the excellent engagement, motivation and determination of our students. We are committed to ensuring our students are ready for the next stage in their lives socially and academically, which can be seen on their successful transitions.

ASDAN Qualifications	**Governor Monitoring**	**Pupil Voice**	**Ofsted (Good, 2017)**	**DEYO**	**Pre-Key Stage Standards**
EHCP reviews	**Family Support Worker Impact**	**ILP data**	**Assessment Grids**	**AET Framework**	**Engagement Model**

Every time I visit a classroom at Claremont, I am always so impressed by how well every member of staff knows every student. That's at the heart of Claremont's student-centred approach, everything is tailored to help each child learn, grow, and have fun in the way that works best for them.' - Feedback from Governor visit to class January 2023

'Catering for each individual child and providing them with a unique and personalised approach to learning celebrating success and having high aspirations for our pupils and young people' - Staff survey June 2022

'The strength of the school's vision and the ambition of the curriculum is founded upon the aspirations of its pupils (and their families) in preparing them for the next step into adulthood.' - School Improvement Partner March 2022

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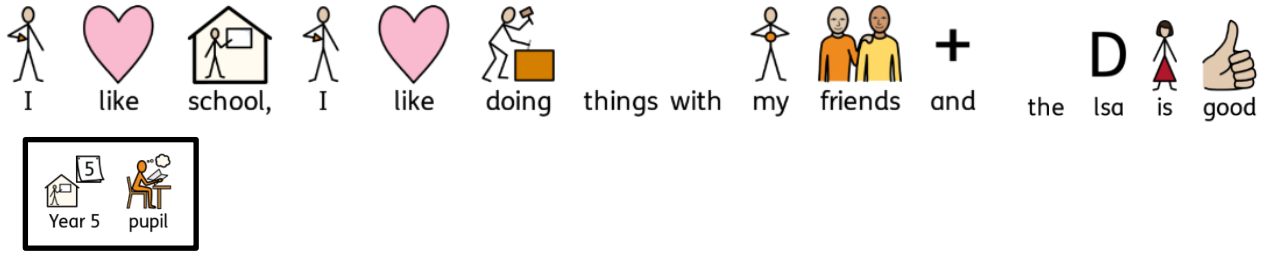

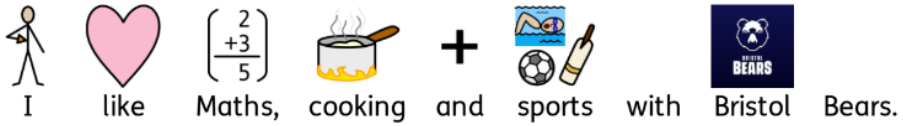

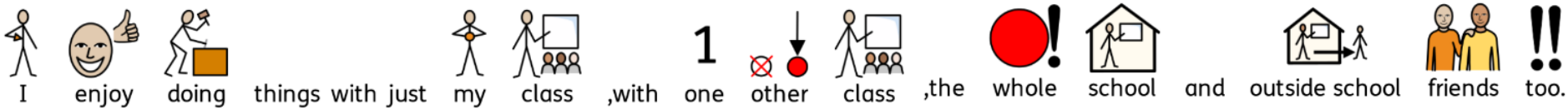

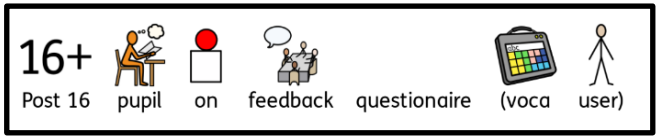

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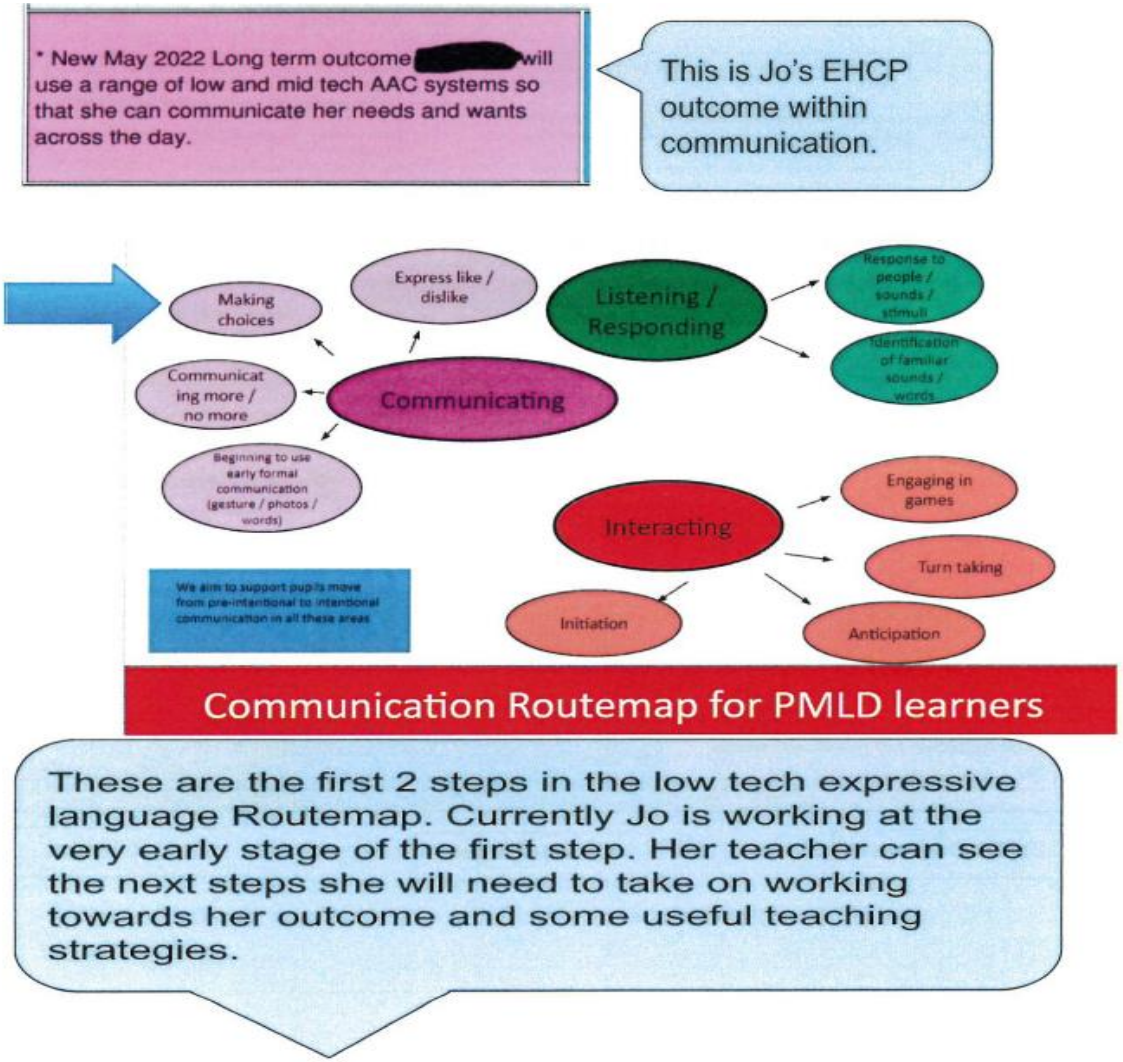
Appendix A – Jo's ILP targets she has been working on.

Required Outcomes	Long Term Targets	Short Term Targets
Sensory and Physical Needs		
* New July 2021 Long term outcome For [redacted] to participate in self help activities eg. Dressing to develop her independence.	* Medium term target To be able to get her shoes on and off with minimal physical support	* Short term objective May 2022 [redacted] will try to put her feet in her shoes when they are held up for her and help to pull her shoes off too with maximum support. Ext: with some physical support.
Communication and Interaction		
* New May 2022 Long term outcome [redacted] will use a range of low and mid tech AAC systems so that she can communicate her needs and wants across the day.	* Medium term target To consistently make a choice from 2 low tech symbols	* Short term objective May 2022 With a high level of physical and visual prompting [redacted] will point to/tap or pass the symbol to an adult to make a choice from 2 low tech symbols. Ext: with some visual and physical prompting.
Social, Emotional and Mental Health		
* NEW MAY 2022 Long term outcome To understand and follow some classroom rules so she can be safe whilst being more independent.	* Medium term target [redacted] demonstrates an understanding of stop and go across a range of situations.	* Short term objective May 2022 [redacted] will demonstrate a developing awareness of the words stop and go with some support and modelling. Ext: minimal support.
Cognition and Learning		
* NEW MAY 2022 Long term outcome ES[redacted] will follow adult modelling to play with toys in different ways to develop her play and learning skills.	* Medium term target [redacted] will begin to remember new ways of playing with toys and activities that have been modelled to her in previous sessions.	* Short term objective May 2022 When playing [redacted] will regularly copy adults modelling what to do. Ext: consistently, when asked to copy.

Appendix B – routemap information



Appendix B

Focus	Skills	Teaching Strategies
Making choices using individually presented photo and/or symbols	Learner looks or touches photo or symbol to make a choice Learner will initially be choosing highly motivating items before moving on to choosing a wider range of items Learner will make a selection and then look at their communication partner to indicate they have made a choice Learner may also look back at their choice to confirm this to their communication partner	• Ensure clear method for selecting photo/symbol (e.g. eye pointing / reaching) • Initially present the photo /symbol with the item in order to build up association • Then present choice of 2 photos/ symbols and look for preference • Start with 2 preferred items • Move to one preferred and one non preferred • Look for the learner giving attention to a symbol for a preferred item
Uses symbol boards/e-tran frame/tri-fold board with multiple symbols *See Pictures 1 at end of document*	Learner is consistently making choices from 3 -4 plus photos/symbols to make a range of choices and communicate a range of messages throughout the day -	• Increase the number of photos / symbols to 3 and then 4 • Initially the learner may need visual prompts to scan 3 + symbols left to right, top to bottom e.g., communication partner to point to symbols as they are labelled • Reduce the visual prompts as visual scanning skills develop • Encourage the learner to look at/touch a symbol, look at their communication partner and then look back/touch the symbol again to confirm their selection • Present objects photos / symbols for items that are not present

Communication and Interaction

EHCP Outcome	Annual Target	ILP Target
* New May 2022 Long term outcome [redacted] will use a range of low and mid tech AAC systems so that she can communicate her needs and wants across the day.	* Medium term target To consistently make a choice from 2 low tech symbols	* Short term objective May 2022 With a high level of physical and visual prompting [redacted] will point to/tap or pass the symbol t an adult to make a choice from 2 low tech symbols. Ext: with some visual and physical prompting.

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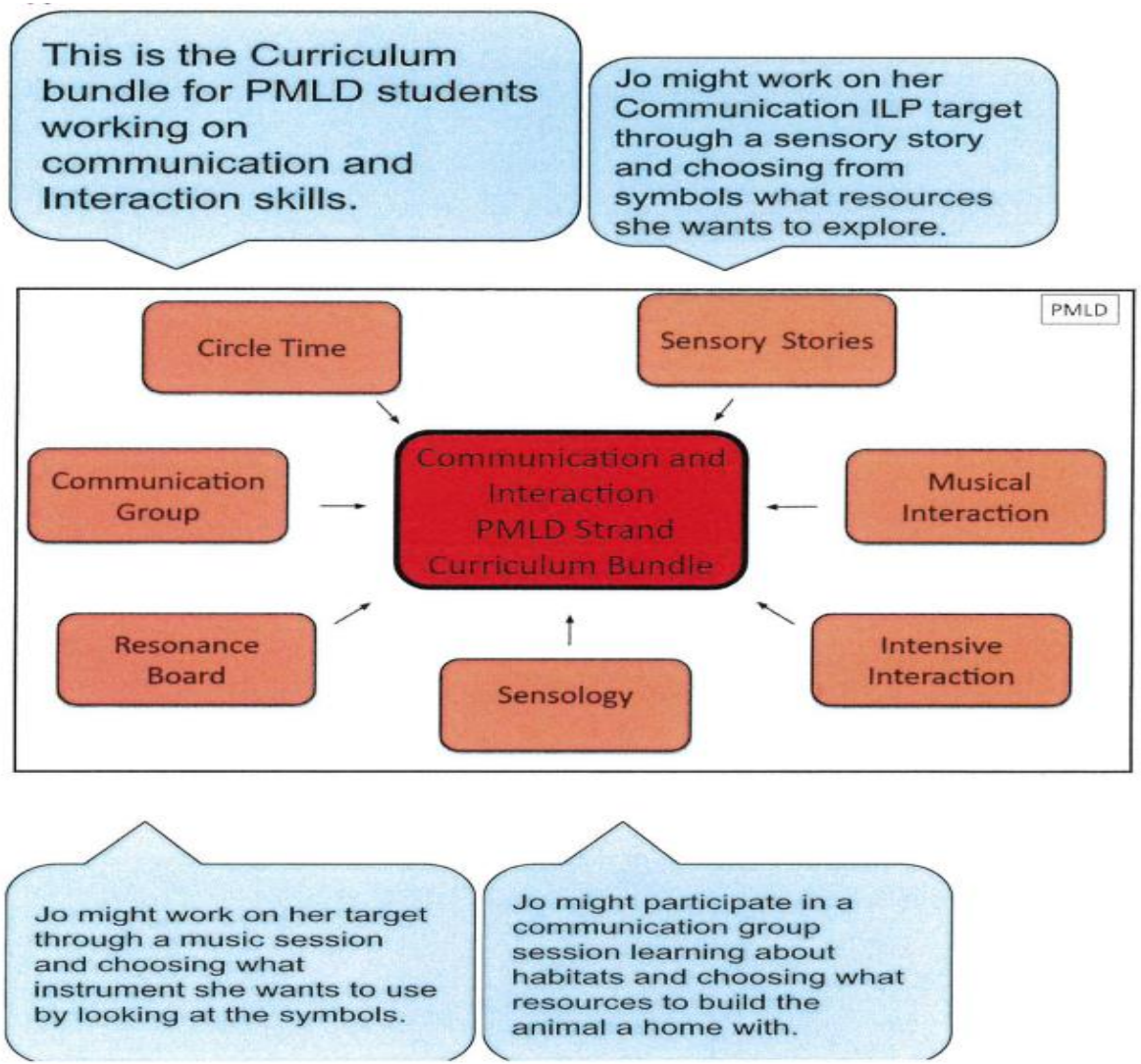
Appendix C – Theme Grid

Year A	Term 4 and 5 (long)
Theme	**Jungle Life**
English	**Sensory Stories**: In the Jungle, Animal Boogie, Rainforest Poem
	Literacy Texts: Giraffes Can't Dance, Rumble in The Jungle
Maths	Number / measures
Science	Habitat
Art & Design	Collage
Computing	uting Overviews
Design & technology	Textiles
History/ Geography	Famous People
Languages	emes, enrichment days and the learning about cu
Music	Latin
PE	Yoga Stories / Netball
RSHE	Life Cycles
RE	ork
Careers	Workplace: Zoo

This is what Jo covered in Term 4 and 5 this year from the theme grid within the theme Jungle Life.

Appendix D – curriculum bundle example