



The Booker Park Curriculum

Section 1 - Curriculum Intent

The purpose of our curriculum is to inspire and enable children, in order that they can achieve and play an active role in their own lives, being able to self-advocate and to engage in the world around them.

The curriculum takes a whole-child, holistic view and is designed to address the cognition, learning, communication, sensory, physical, social, emotional and mental health barriers that the children have to their learning as detailed in their Education, Health and Care Plans (EHCP), while still providing access to a broad and balanced curriculum.

Through the following six areas: 'My Knowledge', 'My Communication and Literacy', 'My Body', 'Me and My Community', 'My Creativity' and 'My Skills for Life' teachers target next step/individualised learning (which for many children is lateral/horizontal progress as well as vertical) for learners using developmental curriculum frameworks which have been devised by the multi-disciplinary team that work at the school. These are further supplemented and informed by published curriculum documents such as the Barrs Court Curriculum, Q Skills and EQUALS. None of our subject areas exist in isolation and are all linked to each other.

The curriculum is further informed by each child's individual targets as detailed in their EHCPs with teachers ensuring that activities are planned in order to facilitate the achievement of these targets. Targets are set by a multi-disciplinary team on a termly basis.

A termly topic is used to provide a context for the learning experiences, to provide a broad curriculum and to support in the development of key concepts and vocabulary. These are planned in order to prepare children for experiences they may have outside the school setting, both now, and in the future. We acknowledge that our children have a number of barriers to being able to access the rich and varied life experiences and opportunities that there are in the world, and through our topics, and the learning and experiences they facilitate, we aim to open up the world to our children.

Curriculum Pathways

At Booker Park, we have a curriculum structure which encompasses three broad levels known as pathways - 'pre-formal', 'semi-formal' and 'formal'. The 'formal' curriculum in this country is the National Curriculum. All our learners have learning difficulties, and are not able to access the National Curriculum at age appropriate levels. Many children's needs are significant and complex, which means they are still acquiring the pre-requisites of learning, and therefore require a different approach to the curriculum which focusses on developing the skills needed to learn – communication, attention and focus, play and thinking skills. It is clear that learners at Booker Park need a different curriculum to that which is provided in a mainstream setting.

Pre-Formal Pathway

Our pre-formal pathway is designed for children who have complex or profound and multiple learning difficulties. It uses a multi-sensory approach that supports the children in accessing learning. It aims to provide experiences to engage the pupils in the world around them.

Semi-Formal Pathway

Our semi-formal pathway is designed for children who are yet able to access the National Curriculum but have the ability to participate in some adult directed activities with a level of independence. It aims to personalise the learning to each individual child, using a multi-sensory (often play and practical) approach that is appropriate for the child's age and developmental level. The semi-formal curriculum provides opportunities for independence and aims to create independent learners with skills for life through play, exploration and investigation. Core skills of reading, writing and maths are incorporated throughout the day.

Formal Pathway

Our formal pathway is designed for children who are able to access the National Curriculum but need a personalised approach to their learning. These children will learning skills through the process of activities rather than learning a procedure. Instead of "knowing" that $3+2=5$ through a process of repetition, the child will be provided with concrete resources and learn through experiences that give them the skills that they can they transfer to their life outside of school.

It is important to remember that pupils following our formal pathway are not accessing the National Curriculum at age appropriate levels. There are a very small number of pupils at Booker Park accessing a formal pathway.

What the day-to-day looks like

Each class has a timetable which sets out the sessions that are taking place over the course of the day.

Classes in the school are largely structured so that children with similar needs/in similar pathways are together. However, there will be cross overs, where there may be some pupils in a class on a different pathway to the others. Our developmental frameworks will allow teachers to plan learning regardless of which pathway a child may be on.