



## The DAME ELLEN PINSENT Curriculum Framework

**Dame Ellen Pinsent's curriculum is underpinned by our whole school ethos, which values and supports the UN Convention on the Rights of the Child. Safeguarding and Communication are the golden threads running through all areas of our curriculum.**

### **Curriculum Intent**

Our curriculum intent is underpinned by our aim to support our children to become confident, engaged, happy and resourceful lifelong learners. Through our highly personalised curriculum we want to focus on our children being and demonstrating:

Happiness & Joy	Courage & Bravery	Teamwork	Independence	Determination & Patience	Kindness	Respect
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Our fully accessible, inclusive curriculum acknowledges and prioritises the individual needs and starting points of Dame Ellen Pinsent children; it is ambitious, progressive and aspirational for all. The cultural capital offer, written into our curriculum ensures that children are provided with experiences and opportunities that help them to develop the knowledge, skills and experiences that they need to succeed and prepares them for their next phase of learning. The promotion of communication across the curriculum ensures that all children are given a voice and the ability to communicate, starting with their basic needs and wants. Our curriculum takes into account the fact that our children have a wide range of needs and are all working below their chronological age-related expectations. We therefore consider stage and not age appropriateness when organising classes. Our curriculum is designed to allow teachers to draw from concepts within current and previous key stages. The Dame Ellen Pinsent Curriculum delivers an holistic education promoting a love of learning and personal growth bringing to life our vision of every child shining like a star.

### **Implementation**

***Every child has the right to an education that enables them to develop to their full potential (Article 28).*** Every child at Dame Ellen Pinsent benefits from learning through first-hand experiences, delivered through a carefully considered, relevant and meaningful context. Our curriculum is implemented through three different pathways. The communication curriculum is a golden thread, delivered through all curriculum pathways and areas and written specifically to support the functional use of communication by all children, in all aspects of school life. Children receive a high quality of education delivered on a continuum that goes through engagement model learning, the Early Years Framework and the National Curriculum.

We have developed three distinct pathways to address the learning needs and styles of children who are working at engagement to those children who are able to apply their National Curriculum knowledge and skills. Our Pathways (Seedlings, Woodlands and Orchard) allow for the curriculum to be delivered in the most appropriate way to meet the varying needs and styles of learning, for our children. Our curriculum documentation evidences the fluidity between our pathways showing the connections and flexibility between learning that makes movement for children, between the pathways, seamless.

In addition to a daily reading lesson, children experience a weekly diet of core curriculum subjects, with the wider curriculum subjects being taught via a thematic approach, that provides sequenced learning of knowledge, concepts and skills over a three-year cycle that allows for repeated practice and application to allow children to learn, know and remember more.

We develop pupils' ability to work with and alongside others and to celebrate their differences valuing the uniqueness of others. We strive to develop an attitude of kindness and respect for all. Learning is not simply about acquiring knowledge but also about developing essential skills that can be applied and related to current, new and future learning. We encourage our children to be courageous and brave with their learning and to be proud of their achievements. Teaching emotional regulation is a priority, to equip our children with coping strategies required access learning and face personal challenges in everyday life.

Our implementation focuses on developing in our children the skills and values to live in a diverse and ever-changing modern world and to develop a positive attitude towards lifelong learning and prepare our children for adulthood.

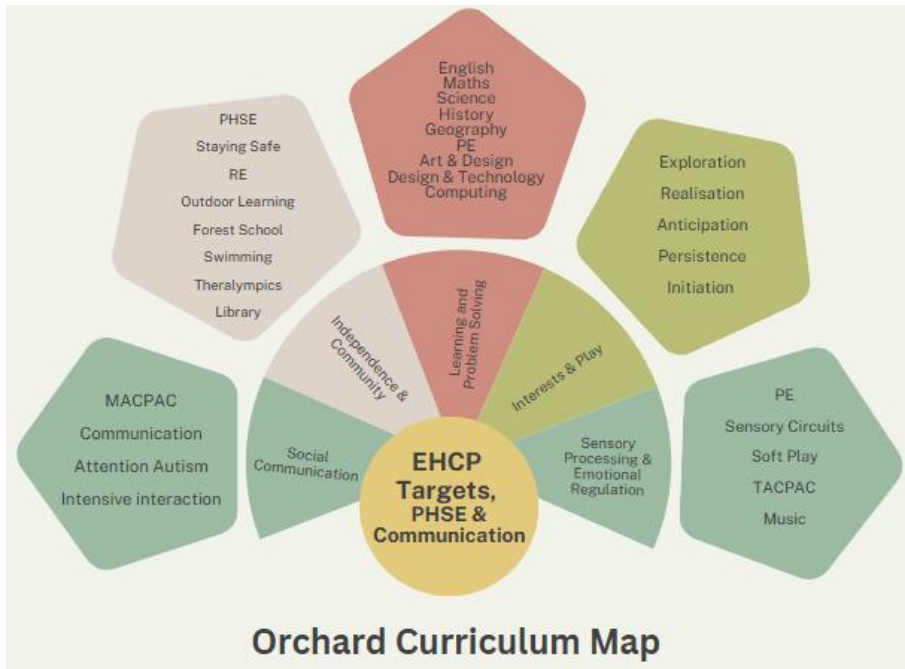
### Dame Ellen Pinsent Pathways

<b>Seedlings</b>	Seedlings pathway incorporates our EYFS and assessment class. All Reception aged children start Dame Ellen Pinsent in our EYFS class and then either continue in Seedlings or move to the Orchard pathway. The teaching and learning in Seedlings is for children who chronologically would be Reception to year 3 and is driven by the EYFS framework, with play-based learning and adult focussed activities.
<b>Orchard</b>	This pathway is for our children, whose chronological age would place them in years 1-6, with multiple complex needs. The curriculum is driven by our independence curriculum of social communication; sensory processing and emotional regulation; independence and community; interests and play and learning and problem solving.
<b>Lower &amp; Upper Woodlands</b>	Woodlands is our most formal pathway. Children access an academic subject-based curriculum that follows the National Curriculum expectations and is aspirational, broad and balanced. Communication is integrated throughout the Woodlands curriculum.

# Curriculum Pathways Overview

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SEEDLINGS	[Pink bar]						
ORCHARD		[Purple bar]					
LOWER WOODLANDS			[Green bar]				
UPPER WOODLANDS					[Yellow bar]		





### Impact

At whatever point they leave Dame Ellen Pinsent School our children will know more and are able to do more than when they started. All children will have acquired the knowledge and cultural capital they need to succeed in life. Significant numbers of children will have made above expected progress from their starting points. Our children will be prepared for their next stage of education. Children leave Dame Ellen Pinsent having developed their self-care and self-help skills, enabling them to be as independent as possible. They are able to communicate their basic needs and wants using signs, symbols or verbal communication.

In addition, our ambition for our children is that they will leave Dame Ellen Pinsent school as confident, independent, and resilient children who are proud of their achievements, and who as a result of our curriculum, are able to live a good life and integrate and play a valuable, meaningful role in communities.

			Year 1			Year 2			Year 3			Year 4			Year 5			Year 6			KS2 RAW Scores		KS2 Scaled Scores	
			Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Reading	Maths		
KS2 Greater Depth	6	16																			48-50	108-110	120	
																						46	106	118
																						45	104	116
																						44	103	115
																						43	101-102	114
																						42	100	112

## **Expected End Points**

This table shows the expected end points for our pupils, based on their attainment on entry.

<b>The DAME ELLEN PINSENT Curriculum will be connected to the areas of need within the Education Health and Care Plans</b>	
Children benefit from a highly experiential, tactile, highly personalised, broad, balanced and connected curriculum. Children are engaged in a range of tasks, both within and beyond the classroom. Below are examples of how and where you will find provision for the areas of need identified on EHCPs in our programme of learning activities.	
<b>Communication and Interaction</b>	<b>Cognition and Learning</b>
<ul style="list-style-type: none"><li>• Speech and language support</li><li>• Colourful semantics</li><li>• TAC PAC</li><li>• Attention Autism</li><li>• Makaton</li><li>• Intensive interaction</li><li>• Jo Jingles</li><li>• Role play opportunities</li><li>• Widgit symbols</li></ul>	<ul style="list-style-type: none"><li>• Sing and solve</li><li>• Read Write Inc phonics programme</li><li>• Attention Autism phonics</li><li>• Library sessions</li><li>• Access to high quality texts and texts linked to topics</li><li>• Write Dance</li><li>• Personalised curriculum</li><li>• Interventions</li><li>• Educational visits</li></ul>

<ul style="list-style-type: none"> <li>• Communication books</li> <li>• Aided language displays</li> <li>• Cued articulation</li> <li>• Social stories</li> <li>• Processing time and key word usage</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables, now and next boards</li> <li>• Outdoor Maths area</li> <li>• Forest School</li> <li>• Practical learning activities</li> <li>• Real life learning</li> </ul>
<b>Social, Emotional Mental Health and Wellbeing</b>	<b>Physical and Sensory</b>
<ul style="list-style-type: none"> <li>• No outsiders</li> <li>• Regulation activities</li> <li>• Let's connect (whole school, community)</li> <li>• Behaviour support</li> <li>• Emotional coaching</li> <li>• Lunchtime clubs</li> <li>• Celebration assemblies</li> <li>• External agency support – behaviour and therapeutic mentoring</li> <li>• Malachi/ Independent Family Support</li> <li>• Do and Discover</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory circuits</li> <li>• OT</li> <li>• Theralympics</li> <li>• Swimming</li> <li>• Gross motor development area</li> <li>• Trim Trail and Gym equipment</li> <li>• MUGA</li> <li>• Football team</li> <li>• Gold School Games Mark – access to competitions</li> <li>• P.E. / Physical development lessons</li> </ul>

<p><b>The DAME ELLEN PINSENT Curriculum will also be connected to the areas of need within the Education Health and Care Plans for children as they prepare for adulthood.</b></p>
<b>Preparation for Adulthood; Employment, Community, Inclusion</b>
<ul style="list-style-type: none"> <li>- Carefully planned transitions between classes/ pathways in school</li> <li>- Transition is key when transitioning into or out of Dame Ellen Pinsent</li> <li>- PHSE/ RSE lessons</li> <li>- Education visits</li> <li>- Residential</li> <li>- Charity fundraising, including supporting local charities or those that are linked to the need of the children in school</li> <li>- Community links</li> <li>- Links and projects with other Birmingham Special Schools</li> <li>- Football team</li> <li>- Every child has a voice or means of communication</li> </ul>

