



Appendix A

Cherry Trees
School Curriculum
Statement

2022

Achievement of outcomes identified within EHCPs

EHCP outcomes identified through the annual review process are addressed and assessed throughout the academic year. Targets identified enable learner's to work towards longer-term aims insuring development of key skills which secures progress over time within the areas specified. EHCP outcomes are addressed within our personalised learning roots regardless of route taken.

Rigor in assessment; progress is demonstrated from each learner's starting point

Assessment of progress over time mirrors each pupil's curriculum route and personalised learning plan. Assessment of progress over time is evidenced via SOLAR and workbooks, which are moderated over the academic year. Bespoke assessment routes and associated datasets evidence if pupils are making expected progress, exceeding expectations, or emerging progress, who are identified as needing additional support at pupil progress meetings are given intervention programmes. The use of engagement scales to monitor pupils in their breadth of development for our most pre formal learners. In our Sensory Phase we utilise the Engagement Model.


Work with parents', safeguarding needs and parents' views are listened to and acted upon

We hold termly structured conversations. The school secures effective partnerships with parents through annual review and termly pupil progress (IEP) meetings. The school elicits the views of parents determining how such views can enhance educational opportunities on an annual basis. Reports to parents at the end of the academic year evidence pupil progress over time in relation to the bespoke personalised curriculum route and learning plans. Parents are supported through regular contact with SMT and our school app with class teams. Safeguarding is at the heart of every decision that we make – often offering support through multiagency working and challenge where needed.



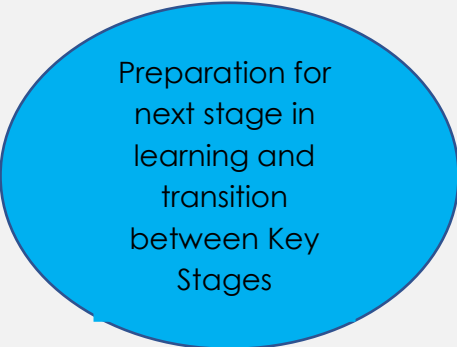
Holistic planning/
delivery of
outcomes
identified by
Multi-Agency
Teams

The school works closely with multi-agency teams incorporating advice and recommendations received from them into the pupils' daily school lives, e.g well-being and therapy programmes to secure effectiveness. The school monitors progress where appropriate within such programmes and is able to address these through IEPs or within structured teaching and learning sessions e.g. Music Therapy and Play therapy. This is measured using the Leuven Scale for well-being and engagement and the strengths and difficulties questionnaire, throughout the school.




Personalised
learning needs
drives provision

In recognition of the wide range of Educational Needs of all pupils we design and deliver personalised learning plans for each pupil via the curriculum route identified through SOLAR. Assessment of progress over time within this route ensures that each pupil's curriculum offer is personalised and fulfils its ultimate aims.



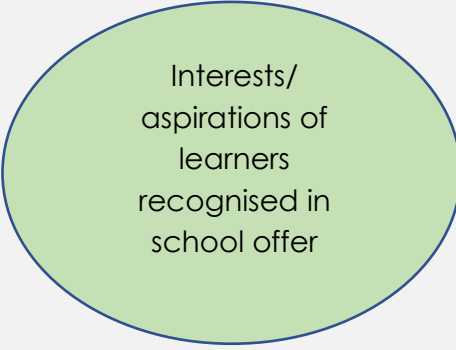
Preparation for
next stage in
learning and
transition
between Key
Stages

The school recognises the importance of effective transition through the development of personalised transition. At each key stage the school is able to identify prior provision, personalised learning needs, achievements, progress and next steps for learning. This is regularly updated through the 'All about me' document.



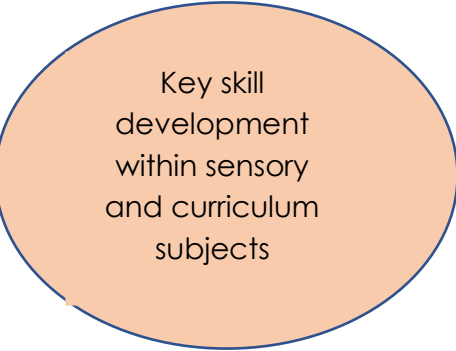
Personalised
IEPs promoting
challenge
within all
learning

Pupils benefit from three IEP's a year to assist in their progress over time. IEP's provide a means for the teacher to plan more bespoke education and targets. These will be used to secure and further inform effective educational provision. These are created from outcomes identified in the child's EHCP.



Interests/
aspirations of
learners
recognised in
school offer

EHCP and our school curriculum identify the long-term aims in developing pupils' interests and aspirations. We consider it vital that the voice of all learners at Cherry Trees are considered and recognised and importantly acted upon. Learners are provided with opportunities and skills to develop their interests and aspirations.



Key skill
development
within sensory
and curriculum
subjects

To secure mastery learning the school has identified key performance indicators supported by long-term planning for all areas of the National Curriculum. School is able to work in an informed way in the pursuit of the KPI to develop knowledge and understanding for each child when accessing the National Curriculum subjects.

Curriculum Statement

Curriculum Aims:

Our school curriculum at Cherry Trees School is underpinned by our ethos of educating children in the knowledge, skills and understanding that will enable them to lead fulfilling lives and be as independent as possible. It is dedicated to meeting the needs of the individual child. Our philosophy incorporates flexibility in order that children can access a variety of experiences throughout their time with us. To lead to the development of employability skills.

Our curriculum is devised so that pupils follow a path that will have the most effective impact on their individual development. Child centred learning encompasses opportunities for pupils to learn and develop their confidence and skills through a broad, balanced, differentiated and creative curriculum. Practical lessons and interactive learning are highly valued and educational visits are a common feature within the school. We place value in providing culturally rich experiences regardless of starting points.

Through our curriculum we strive to ensure every child has a sense of self-worth and have some understanding of responsibility, self-discipline and an aspiration to employment. We have high expectations and set aspirational targets that inspire pupils.

Our SOLAR Assessment Programme monitors pupil progress and ensures it continues to be relevant to the individual need.

Early Years Foundation Stage:

Pupils in the Early Years Foundation Stage (EYFS) are usually in mixed aged classes due to small numbers of children of this age in school. In early years we follow the statutory framework for the EYFS for areas of learning and development. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The prime areas are:

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

Children are also supported in four specific areas through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Assessment:

Assessment within the EYFS is carried out through the assessment tool, Tapestry, focusing on small step achievement relating to Development Matters 2021, which is shared directly with parents. This gives a very clear overview to home and school learning and provides an important opportunity to have shared input to assessing important milestones with parents, carers and school.

Characteristics of Effective Learning:

Throughout the EYFS and Key Stage 1 and 2 curriculum, staff reflect on the characteristics of effective learning which include:

- Playing and 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; and
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

These characteristics of effective learning continue to be central to the Cherry Trees School Curriculum pathways throughout the whole school.

Cherry Trees School Key Stage 1 and Key Stage 2 Curriculum:

Penny Lacey; an eminent figure in the field of special education, who worked to create a new curriculum based on a personalised approach to learning, suggested that a curriculum for young people with learning difficulties needs to be constructed around the 'twin pillars' of 'communication' and 'cognition'. There needs to be a 'move away from the national curriculum perspective to developmental perspective' she argues with 'communication' and 'cognition' being the principal things which are explicitly taught.

For many young people with learning difficulties subjects such as History and Music should serve to provide a context for learning communication and cognition; rather than represent the focus of learning. However, the extent to which different learners with learning disabilities engage with the National Curriculum needs to vary according to their attainment levels and nature of their SEND. In order to provide pupils across Cherry Trees School with experiences that are relevant, interesting and challenging and to identify opportunities for progression, we have adopted a curriculum structure which encompasses three broad levels: Pre Formal, Semi-Formal and Formal. These terms originally coined by Whitefield SAC 2009 offer a means of making subtle distinctions between, not only groups of learners, but also the degree of curriculum formalisation they will experience in either building the prerequisites for working within a more conventional National Curriculum type approach.

Throughout the school the levels are not defined by age, but by need and achievement. Pupils are therefore able to move flexibly between levels at any point during their school career. Each level covers skills, knowledge and understanding across a range of areas of learning and they are blended together, so as to facilitate a 'learning flow' between the three. Individual learning needs are further met through bespoke intervention programmes for enhanced personalisation.

Complex Needs: The Pre-Formal Curriculum

For learners with profound and multiple difficulties working at pre Key Stage standards (The Engagement Model) and at a developmental level of between 0 and 3 years, pupils with complex needs access a multi-sensory environment and curriculum. It is devised to provide opportunities to stimulate the visual, auditory and kinaesthetic sense of each pupil.

The core strands of the Sensory Curriculum include:

Literacy development
Creative development
Numeracy development
Personal, social and emotional development
Physical, motor and sensory development
Knowledge and understanding development
Communication development
ICT underpins all strands

Pupils at very early levels of development are typically assessed through the Engagement Model and access the 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 interactive 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.

Assessment:

For our pupils to develop and progress it is important that their actions need to be their own, and staff are there to enable this. We need to ensure that all pupils do not develop learnt helplessness. This moment of discovery needs to be enabled and allowed. While striving to achieve this we need to allow our pupils to make mistakes in order to develop problem-solving and persistence.

Assessment occurs through our SOLAR package using the Engagement Model. At each stage their engagement and well-being are assessed, and this is done using the Leuven scale. We also utilise the engagements scales for these learners and achievements are reported utilising regular case study reports to identify small and sustained achievements.

The Engagement Model

The Engagement Model is an assessment tool that helps schools meet their duties in supporting pupils who are working below the level or the national curriculum and who are not engaged in subject specific study. The model has 5 areas: exploration, realisation, anticipation, persistence and initiation. Before September 2021, pupils may have been assessed using P scales. However, an independent review found that P scales were no longer the most useful way to assess pupils with SEND. They found P scales were designed on the basis that pupils would move in a linear way from one skill or concept to a more challenging or advanced skill or concept. Linear progress is not common for pupils with severe or profound learning difficulties.

The engagement model:

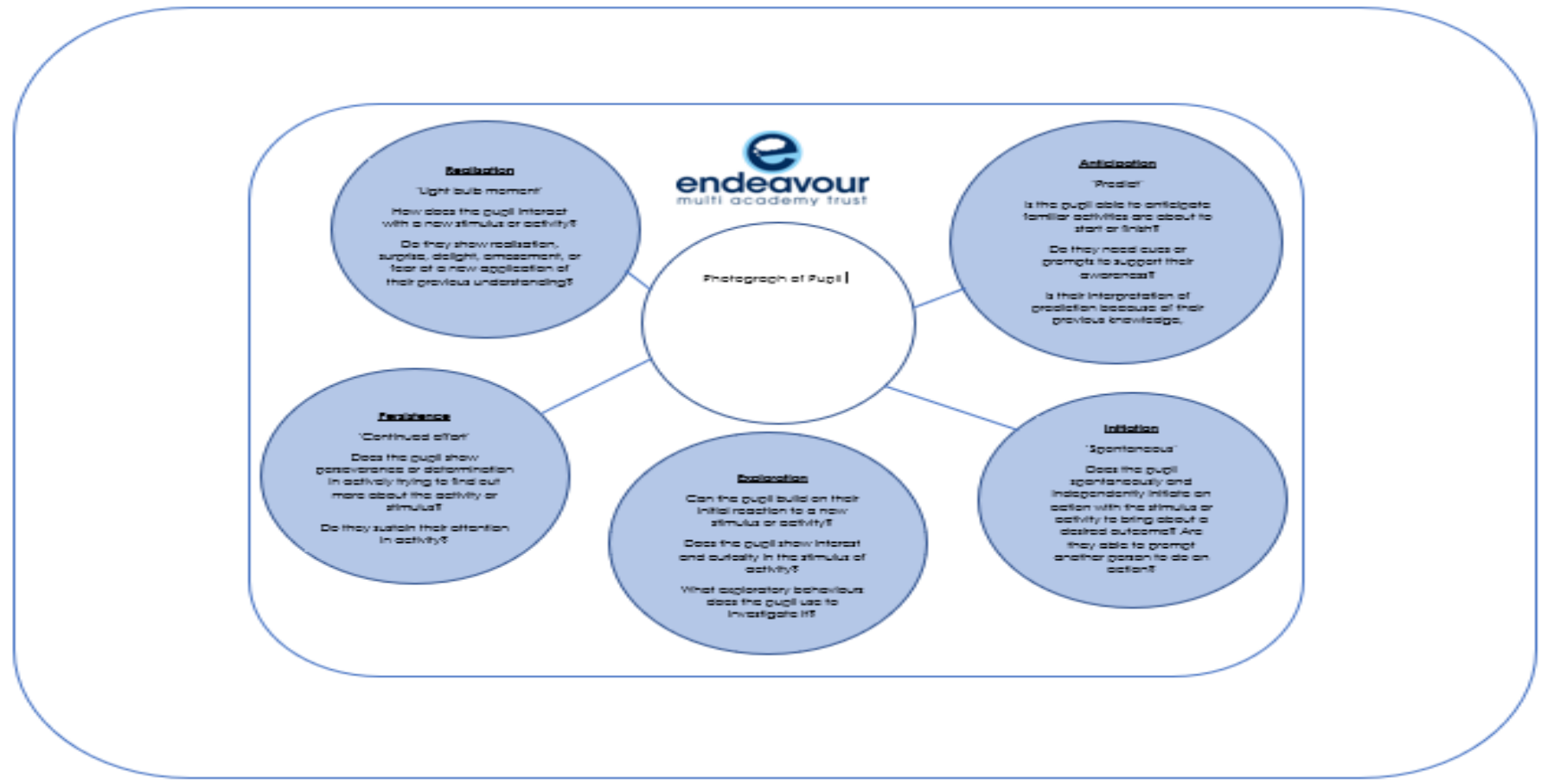
- enables a flexible and individualised assessment, allowing the pupil's teacher to tailor their teaching and provision to meet their specific needs
- recognises that engagement is multi-dimensional and breaks it down into the 5 areas of engagement.
- supports identification of all progress made by the pupil and will not be limited to the linear progress that was tracked by P scales

At school, we utilise this model to focus on observing the children and identifying their levels of engagement and motivation and what supports the children's learning. We then develop our planning around this and their planned EHCP outcomes – this gives a truly personalised approach to learning for these complex individuals – you will see in class a display board for each pupil, where we ask all professionals to make observations around the areas of engagement. These are used to create a case study about the learning and developments of each child.

We monitor and record the pupil's progress using the Engagement Model on SOLAR, this is photographic evidence which will show stages of the pupil's level of engagement within an activity. We hope over time the evidence-based learning on SOLAR will create a learning journey that we can present to parents.

Engagement Scale Evidence - Observation Poster

Each pupil has an Engagement Scale observation poster these can be seen displayed on boards in the classrooms. The teachers and teaching assistant will make in the moment observations of the pupil's level of engagement accessing the classroom activities and their 1:1 learning. These observations will aid the teacher's judgement of how engaged/disengaged the pupil is in learning and plan for the next sessions.



Key Stage 1 and 2 the Semi-Formal Level and the Formal Level.

The majority of our pupils follow the National Curriculum.

The subjects include:

- Literacy
- Mathematics
- Science
- Computing
- Physical Education
- History
- Geography
- Art
- Design and Technology
- Music
- Spiritual, Moral, Social and Cultural Development
- MFL – through experimental cultural days timetabled throughout the year

The Semi-Formal Endeavour 4 to the end of Year 1 expectations and life skills-based programmes:

Pupils following our Semi-Formal Curriculum learn best when learning is related to their own experience. Some may learn through play, others will learn more effectively through functional activities and yet others will respond well to a topic (interest) based approach. The curriculum content echoes the ground covered by the Early Years Foundation Stage 2021. Since this framework is not confined to those below the age of 5, but rather extends right across the school where pupils are functioning at Endeavour 4, to the end of Year 1 expectations. However, the teaching approach reflects the age and learning style of the pupils concerned. In the classroom this approach will involve continuous provision relating to learning and small group withdrawal for adult led learning opportunities – this ensures a very personalised approach. The use of whole group teaching and learning increases throughout the year.

The Formal Level - End of Year 1 expectations and above, our adapted National Curriculum emphasising life need:

Pupils experiencing a Formal Curriculum are those operating within the National Curriculum and access the range of National Curriculum subjects for the key stage, modified in the light of their developmental levels and Special Educational Needs. Life skills and independence skills will also form a large part of the curriculum as the term formal implies there is a high level of structure. We nevertheless, avoid making the Formal Curriculum too abstract and teachers ensure that learning is linked to practical activities and consolidated and applied in practical sessions.

Due to our personalised approach to the curriculum, we are able to meet the needs of all our pupils. However, some pupils receive additional funding e.g. Pupil Premium. The impact of any interventions funded through these are monitored to ensure that they support progress.

Well-being and Engagement - To be ready to learn:

It is essential that our pupils are comfortable and ready to learn. To enable this we have to ensure that pupils' physical or care needs can be met and that our pupils are as functional as possible. We work with therapists to establish what this is.

To be as Independent as possible:

Our pupils need support in many areas of their lives however, they need to be still further supported to be as independent as they can be. Independence is often read as independence in self-care skills. These are of course valuable and desirable, but our first goal is to enable pupils to be independent in their play actions and discoveries.

The children are taught and assessed using our independence skills checklist – these are skills that have been identified to make the children develop in independence and employability.

Additional Curriculum Opportunities:

Additional curriculum activities enable pupils throughout the school to access activities that meet their individual needs. Communication is key within all aspects of the curriculum. These help to close the gap for our most disadvantaged pupils. Approaches include:

- Speech and Language Therapy – a qualified Speech and Language Therapist attends once a week to support work in school. The programmes are delivered by a full time Speech and Language Assistant either individually or in small groups.
- Makaton – This is visual and verbal communication using signs.
- PECS – Picture Exchange Communication System
- Intensive Interaction – mirroring responses to encourage interaction and develop positive relationships.
- Communication Books – a personalised book, including symbols for the pupil to use to communicate with others.
- Symbols – Communication in Print to support PECS and Makaton
- Switch Devices – a device that enables a pupil to respond and communicate.
- Tacpac – Pupils explore different textures and objects to themed music. It promotes communication and interaction skills between pupil and teacher.
- Identi-play – modelled specific play scenarios with small world resources.
- Play Therapy and Music Therapy.
- Holistic Therapy.

The Physical Curriculum is an important aspect of our child centred learning. Pupils access a wide range of physical activities that include:

- Swimming – in our teacher led on site swimming pool
- Physiotherapy – specialist programmes for children's physical development lead by the NHS
- Body Awareness – development of self-body awareness through following songs and directions.
- Forest School
- Outdoor Adventure – each child will have the opportunity to access an adventurous activity through a Year 5/6 residential

We strive to support pupils through all aspects of their well-being with therapies being an integral part of our curriculum. Pupils have access to the therapy that supports their physical, personal, social and emotional development. These therapies include:

- Occupational Therapy – fine and gross motor development to promote independent activities of daily living led by the NHS
- Music Therapy – school provided therapy in groups or as individuals
- Hands on massage – school provided therapy
- Play – school provided therapy
- LEGO Therapy – school provided therapy
- TEACCH for pupils who require a highly structured approach to learning which enables them to access tasks that best suit their style of learning.
- Sensory Occupational Therapy bought into school and provided by Children's Choices.

In addition our wider curriculum enables pupils to attend lunchtime clubs and extracurricular activities these include Football and Morning Club.

Each pupil is a valued member of our school community where they have an equality of opportunity ensuring appropriate learning challenges are set in order to respond to the diverse needs.

How do we know if it is working?

The curriculum is monitored and evaluated to ensure that it is working through a rigorous quality assurance process. Each pupil's progress is discussed as part of the teacher's appraisal performance management. Pupil progress meetings take place with the Phase Leader each term and include triangulation of available data and assessments, work scrutiny and observation of pupil.

School uses a range of indicators to capture the full picture of pupil progress. The range of measures and assessments used are different across the key stages in school. These measures include: three times a year IEP-based meetings with parents, development matters for the EYFS, The Engagement Model, behaviour data analysis, attendance data analysis, therapy targets and logs - including the use of the Leuven Scale and evidence of learning data through SOLAR.

In order to validate our assessments, teachers take part in cross school moderation and work scrutiny. Samples of work are also moderated across schools as part of our Special School Network and our wider academy subject leader groups.