

Curriculum Overview

At Elleray Park school we are committed to providing a curriculum that meets the needs of all children. We believe that learning is a life long activity and want our pupils to be able to engage in their learning, develop transferrable skills and become equipped for the opportunities and experiences that they may face in the future. The curriculum has been structured in light of the children’s needs and ensures access to learning opportunities for all. It focuses on developing the key skills of communication, cognition, emotional regulation and physical development; actively promoting and encouraging independence within all areas.

The Curriculum at Elleray Park is delivered through a thematic approach using the ethos - Unique child; positive relationships; enabling environments. There is a strong focus throughout the curriculum on establishing positive relationships with others and proactively exploring the world around us. There is a thematic approach to the curriculum with exciting topics chosen and planned by teaching teams to provide a wealth of developmentally appropriate learning experiences and contexts; ensuring breath and balance. Whilst these topics provide the context for learning, each child’s priorities are based on their ECHP outcomes, individual needs and learning style.

Our curriculum at Elleray Park is ambitious for all learners regardless of their individual starting points. It is designed to engage and challenge our children whilst providing them with opportunities to develop their learning and achievements; enriching, encouraging and equipping each child for the next steps in their education. The curriculum is logically sequenced with small steps ensuring it is inclusive to all.

Pupils at Elleray Park follow one of four curriculum learning pathways. The pathways are not defined by age, but by need and achievement. Pupils are therefore able to move flexibly between pathways at any point during their school journey. Whilst many pupils will work within one pathway for several years, as skills and knowledge progress, many will move into the next model. It may also be appropriate for some pupils to move to a less formal curriculum model, to support skill consistency and maintenance.

Pre-Formal	SCERTS	Semi-Formal	Formal
<p>The Pre-Formal pathway is designed to meet the needs of pupils through a personalised play based approach.</p> <p>It focusses on the early communication, social and emotional and cognitive skills that are the foundation of learning. It is a curriculum that recognises the importance of movement and play in a child’s development and the need for sensory and multi-sensory approaches to learning.</p>	<p>The SCERTS pathway recognises that some semi formal pupils who are at the earliest stage of their development need a curriculum that places social communication and emotional regulation at its centre. Children on the SCERTS pathway are supported to develop a clearer understanding of nonverbal and verbal communication, social understanding and social behaviour, understanding and controlling their own emotions and thinking and behaving flexibly.</p>	<p>The semi-formal pathway recognises that some pupils have a range of complex learning difficulties and disabilities; and it is this combination of two or more challenges that the curriculum is designed to meet by a personalised play based learning approach based on the pupil becoming a literate communicator, a mathematical thinker as well as acquiring early learning skills including Play Skills.</p>	<p>Children who access our formal pathway are beginning to be more independent learners who will access a range of National Curriculum subjects, modified in the light of their developmental level and educational needs. Opportunities for child initiated learning will be maximised at every level with exciting termly themes planned to provide context. Throughout the Formal curriculum there will be a strong focus on developing confidence, managing feelings, relationships and fostering positive attitudes to learning.</p>

Pre-Formal												
Engagement Profiles												
Cognition and Learning				Communication and Interaction			Social Emotional and Mental Health			Sensory and Physical		
Awareness, Understanding and Exploration				Joint Attention and Social Play			Mutual and Self Regulation			Move	PE including swimming	LOTC
SCERTS												
Cognition and Learning				Communication and Interaction			Social Emotional and Mental Health			Sensory and Physical		
Skill Development and Problem Solving Play Skills				Joint Attention and Symbol Use			Mutual and Self Regulation			P.E. including Swimming	Sensory Lifestyle	LOTC
Semi Formal												
Cognition and Learning				Communication and Interaction			Social Emotional and Mental Health			Sensory and Physical		
Early Literacy	Early Maths	Creative Development	Understanding the World	Play	Mutual and Self Regulation		Zones of Regulation		P.E including Swimming	LOTC	Early writing skills	
Formal												
Cognition and Learning				Communication and Interaction			Social Emotional and Mental Health			Sensory and Physical		
Maths	Science	Understanding the World	Creative Development	Literacy - Speaking and Listening, Reading, Phonics and Writing.		PSHE - Relationships/ Health and Wellbeing		Zones of Regulation	Outdoor Learning	P.E including swimming	MOVE	Independent Living Skills
		History	Art									
		Geography	DT									
		Computing	Music									
		RE										