

Subject overview: ENGLISH

INTENT		
<p>We want our pupils to both understand messages being conveyed and to be able to communicate needs, wants, likes, dislikes and broader opinions in a way that is fulfilling, purposeful and matched to each pupil's ability. Using technology to find ways that opens the world of communication, reading and writing to empower every pupil that leaves our school ready for the next step of their life journey. This will be in a functional way and by adapting their learning with the support of technological advances, pupils will find a way that best suits them to allow a real level of enjoyment within the areas that have become of special interest. These skills are key to being a part of any community.</p> <p>Reading and Writing taught at Bishopswood follows a systematic approach blending and segmenting the synthetic phonics teaching from 'Read write Inc'. This ensures every pupil can blend and read words in books that are accurately matched to their phonics ability. Pre- phonic skills are fully embedded within the sensory Pathway.</p> <p>Comprehension is a key part of learning at Bishopswood so alongside the phonics reading pupils have access to books to develop and support comprehension, ensuring every pupil can use these skills at which ever level needed for their life learning. Pupils each have books based on decoding, comprehension, and interest to foster and develop a love of reading.</p> <p>Writing is a fully embedded part of the English curriculum from Early mark making, focussing on physical control and enjoyment with messy play and tool manipulation, to learning the purpose for writing focussing on structure and comprehension to allow pupils to be creative and meaningful when writing to engage the audience as well as to express themselves in later life.</p>		
IMPLEMENTATION		
SENSORY PATHWAY	COMMUNICATION PATHWAY	CORE PATHWAY
<p>Following our 'Sounds-like', Pre-phonics skills programme of isolating sounds, enjoying, and participating in songs and rhymes. Developing a love of listening to stories and seeking new stories to listen and respond to, alongside using symbols and Objects of reference to communicate with in a holistic way throughout the day.</p> <p>Ensuring that pre-reading and writing skills are taught in a holistic way across the curriculum encountering this across all media, both high and low tech.</p> <p>Mark-making and developing fine motor control through hand function activities, messy play and creative activities to strengthen grip and give purpose to marks prior to embarking on the RWI journey.</p>	<p>Read Write Inc is followed with both a group and individual focus to ensure each pupil accesses phonics at their level and allows them to blend and segment words. A focus on building sentences using Colourful Semantics linked to Aided communication boards allows reading and writing to become a meaningful and essential part of learning in all areas of the curriculum.</p> <p>Having reading and writing taught using both high and low tech devices to allow each pupil to find a way to engage in reading and reading, in a way that best suits their needs. Through this approach, pupils understand the purpose and meaning of reading and writing which becomes naturally embedded into the way in which they lead their everyday lives.</p>	<p>Read Write Inc is followed with group and individual work to ensure each pupil accesses phonics at their level and allows them to blend and segment words, read with understanding and accuracy and write to communicate meaning. This is supported by Colourful Semantics and word processing technology.</p> <p>Comprehension and access is a key focus and pupils are taught reading and writing using different high and low tech platforms to allow them to develop using a media that best suits their needs.</p> <p>As the pupils develop beyond Read Write Inc, a continued focus on creating a depth and breadth of reading and writing experiences is developed through all other curriculum areas.</p>
IMPACT		
<p>These skills will become an intrinsic part of every pupil's way to navigate the world, taking advantage of the technology to support them for this. Individual reading that focuses on comprehension and using AAC to access this is a key focus. Pupils seek out ways to read and write for a lifestyle that best suits their needs and encompasses the strategies and ways to develop reading and writing on which ever platform suits their needs both low and high tech.</p>		

Subject overview: Mathematics

INTENT		
<p>We have high aspirations, high quality teaching that allow our pupils to greater access to lifelong numeracy skills. Pre-maths skills are the foundation to all life situations requiring problem solving, sorting, ordering and classifying so this subject underpins life skills in a way that can allow pupils to thrive in many subjects, careers and avenues in later life. We want our pupils to become inquisitive learners, enjoy the aspects of Maths taught to them and give them meaning and purpose to apply these skills in other aspects of their life. They will be confident in using technology to support their use of mathematical skills needed as an integral part of their life learning.</p> <p>Number and the number system is focused on and revisited and extended as pupils master the skills to apply their knowledge in a real and purposeful way. Finding new and supportive ways to get technology to scaffold and extend skills taught prepare our pupils for adult life in the digital world and use this in such a way that it becomes synonymous to the technology available in the path they choose in later life, whether this is within the workplace or giving our pupils the best opportunities for independence.</p>		
IMPLEMENTATION		
SENSORY PATHWAY	COMMUNICATION PATHWAY	CORE PATHWAY
<p>Pre-Maths skills are the focus within this pathway, especially the early skills needed for counting. Pupils are taught in a holistic way to allow them to make sense of the way they approach Maths and to make real life connections that are needed when they begin to encounter Maths in all aspects of life.</p> <p>Activities such as matching, sorting, manipulating, exploring different textures and shapes in different contexts are taught. This learning is kinaesthetic and occurs indoors and out and allows pupils to encounter activities on a large and small scale, developing gross and fine motor skills that are needed to hone skills ready for more specific manipulation of resources and number writing as they progress through the curriculum.</p> <p>Number songs and games that are embedded throughout the day keep Maths an intrinsic part of every pupil's day.</p> <p>When these early Maths principles are embedded, we use White Rose Maths to ensure pupils have a sequences and systematic approach to allow them to develop their Maths skills further.</p>	<p>White Rose Maths is used to support engaging and interesting lessons. Maths lessons focus on sequenced Mathematical learning. Pupils learn a wide range of mathematical skills, including calculations, number, geometry, measures and statistics.</p> <p>Alongside lessons where new concepts are discretely taught, real-life practical activities are embedded into the day to allow pupils to apply this knowledge in familiar contexts. This allows pupils to make sense of their learning. Mathematical language is carefully chosen and taught. This is used to embed understanding and context, linking the maths concept to real-life problems and activities.</p> <p>Problem solving skills are weaved into these practical lessons and taught in all areas. Teachers will often 'sabotage' an activity to ensure problem solving takes place to 'fix' the activity. When pupils are able, lessons encouraging collaborative work and "Maths talk" to solve problems. This will take the format that best suits the pupil, often through AAC methods.</p> <p>These skills are introduced when pupils are ready and within very familiar situations that are built upon gradually when each pupil grasp the intended outcomes. Teaching these skills within familiar 'comfortable' topics allows the pupils to only focus on the one problem solving concept needed. Maths skills are taught throughout the other subjects and specifically identified</p>	<p>White Rose Maths is used to support pupils learn concepts of the number system, calculations, shape, space and measure. They are taught how to calculate fluently both mentally and using written methods. Problem solving skills are developed alongside all new concepts taught and are supported by practical lessons that are purposeful. This allows pupils time to embed their learning and then support them to transfer these skills into other contexts. Systematic strategies are taught and discussed in collaborative lessons.</p> <p>"Maths talk" is a key element to teaching maths. Pupils are taught to become confident mathematicians through embedding carefully chosen mathematical language with each key concept. When this is secure, pupils are taught to generalise their skills to use more conversational language and estimating approximate amounts in a functional way e.g., rounding up, time – half past and o'clock, knowing you have the correct change, approximately, at a glance.</p> <p>Maths comes to life through cross-curricular lessons, such as shopping and cooking, P.E and computing. As pupils continue to develop their skills, enterprise projects are completed pulling all taught skills together when planning, advertising, budgeting and preparing a real event, such as a coffee morning.</p>



to allow pupils the opportunity to apply their mathematical knowledge when a problem arises.

IMPACT

The use of numeracy skills will be embedded for each pupil so that they are prepared for the next part of their life journey. Pupils will be confident with the mathematical concepts they have learnt and will be able to use this knowledge in a functional way. They will know how to use technology to aid them with their Maths to allow them to embrace new and evolving technology with confidence and enjoyment. Those pupils entering employment will go with a solid numeracy skill which will allow them to apply these within their workplace. .

Subject overview: PSHE / RSE

INTENT		
<p>We want all pupils to have the skills needed to fully immerse themselves in their Personal, Social and Emotional development. We want them to know what it is to be healthy and how to maintain a healthy lifestyle, whether this is in a supported or independent way. We want to equip our pupils with the skills and values they need to have safe, respectful and enjoyable relationships, empowering them to take responsibility for their sexual health and well-being. We want pupils to use technology safely and to have a positive impact on their adult lives. This may be to support the, to directly access the world more effectively or to support them through their employment journey. We want our pupils to interact with others, make choices, become independent in a safe and meaningful way.</p>		
IMPLEMENTATION		
<p>We follow a whole school approach to behaviour, total communication and mutual respect. This underpins all teaching and learning with the PSHE curriculum. We use Zones of Regulation to support children to identify their feelings and provide them with a toolkit to manage them. We also use new technologies and apps to allow pupils to access their learning in a way that suits their own individual needs. PSHE and RSE teaches the pupils how to best use technology in a way that is safe for themselves and others.</p>		
SENSORY PATHWAY	COMMUNICATION PATHWAY	CORE PATHWAY
<p>PSHE and RSE are covered within the curriculum area of Personal, Social and Emotional Development. Pupils are taught PSHE in all aspects of their school day, from how they are greeted in the mornings to all activities including feeding, relaxation, personal care, breaktime, and work times. Using communication devices to model emotions and share social milestones in each total communication classroom. Topics are carefully chosen through the year to include the opportunities to teach pupils to be aware of the changes in their bodies and the importance for personal care. Daily routines including small group work, exploration activities and turn taking allows every pupil to develop the skills they need to develop in this area.</p>	<p>Social and Emotional development are taught holistically throughout the school, embedded into main teaching strategies and the pedagogy of this pathway. Total communication throughout the school teaches pupils the social and emotional purpose to communicate and the use of different ways to share emotions and personal wants and needs in a safe and appropriate way. Pupils use AAC to express themselves in all areas. Discrete topics are carefully planned throughout the 3-year cycle to ensure pupils have access to the topics of Health and Wellbeing, Relationships, Living in the Wider World, Changing bodies, Respectful relationships and friendships, being safe, including internet safety and for KS3 pupils. Intimate and Sexual Relationships including Sexual Health is taught at an appropriate level for the age and stage of development for each pupil.</p>	<p>Many strands of PSHE are taught throughout other subjects to give meaning and purpose to the personal, social and emotional development of all pupils. An emphasis for collaborative work and becoming independent are embedded across the school day. Interaction and emotional regulation are taught in a real way to support our learners to navigate other curriculum subjects in ready for later life learning and employment. Discrete subjects are taught through planned 3-year cycles. These are topics of: Health and Well being, Relationships, Living in the Wider World, Changing bodies, Respectful Relationships and Friendships, Being Safe including Internet safety and for KS3 pupils – Intimate and Sexual relationships including sexual health taught at an appropriate level for the age and stage of development for each pupil. The RSE topics taught follow the Oxfordshire RSE framework for SEN pupils.</p>
IMPACT		
<p>Our pupils will have maximised their potential for independence based on their individual needs and abilities. Through meeting carefully identified targets from EHCP reviews and school assessments, pupils will be happy and confident adults that safely access all aspects of their lives to the best of their ability. They will have developed the skills to navigate relationships, online safety, keeping healthy and their own emotional well-being at an appropriate level.</p>		

Subject overview: SCIENCE

INTENT		
<p>We want all pupils to be inquisitive learners at every stage of their journey and to embrace scientific technologies. Through independent access or supported access, pupils will be supported to think scientifically, to be critical thinking and curious learners and apply these skills within their everyday lives. We want our pupils to take full advantage of the technology they have access to, which will enable them to understand and interact with materials, life processes, forces and the natural world.</p>		
IMPLEMENTATION		
<p>Science topics form a large part of our long-term planning. We follow a 3-year cycle to ensure all pupils encounter a broad and balanced science curriculum which allows them to not only increase their knowledge and experience of particular topics but also transfer and develop the scientific skills of enquiry, curiosity and experimentation. Incorporating our educational visits and use of visitors and real-life experience allows Science to come to life. Implementing science in this way allows pupils to commit this knowledge and skills to long term memory.</p>		
SENSORY PATHWAY	COMMUNICATION PATHWAY	CORE PATHWAY
<p>Pupils encounter science in a holistic way, it is interwoven throughout the curriculum with a particular focus in the areas of Understanding of the World. Here pupils explore the natural world, materials and physical science. Pupils explore using all senses to bring knowledge of the world to life, allowing these experiences to be built on over time, embedding the knowledge to long term memory. This knowledge is applied across all areas of learning, so that pupils learn scientifically. Pupils are supported to be curious and question learners in all subjects using their scientific skills. Ongoing technologies advances are incorporated into science learning. These are supported with high and low tech AAC to embed learning further.</p>	<p>Pupils are taught scientific enquiry skills in a real-life way. Allowing pupils to explore and question is a fundamental part of their science learning. Explorations and scientific enquiry skills are embedded across the curriculum and pupils are taught specific knowledge following the school's long-term topic cycles in life and living processes, materials and their properties and physical processes. Pupils are taught ways to record findings and make conclusions in a way that best suits them. By incorporating their taught technology skills, recording devices and as well as the skills to research are taught to bring science to life and embed knowledge that can be applied in other areas.</p>	<p>Scientific enquiry skills underpin all knowledge taught in our Science curriculum. The skills of questioning, observing, making conclusion, evaluating and analysis is threaded through all aspects. These skills are embedded across the other subjects in the curriculum and in the specific topics of life processes and living things, materials and their properties and physical processes.</p>
IMPACT		
<p>Our pupils will be curious of the world around them. They will have the skills to question and observe and make comments on how it effects them using whichever methods best suit them. Pupils will be able to use these skills to support them on their journey through life whether this be within employment or through a life that is as independent as possible and allowing them to be curious and keen to explore, embracing all new technology that will enhance their lives with excitement and curiosity.</p>		

Subject overview: Careers and Preparation for adulthood

INTENT		
<p>All pupils will be fully prepared for Adulthood with the skills they need to equip them for their next stage of life. These skills will be built upon within each Pathway. Preparation for adulthood equips all pupils with these skills to gain independence, life skills and developing their employability skills. whether it is a path into a career, or the skills needed to be as independent as possible and be able to participate and communicate throughout adult life. All pupils will be able to access some form of employment and/or further education after they finish school.</p>		
IMPLEMENTATION		
SENSORY PATHWAY	COMMUNICATION PATHWAY	CORE PATHWAY
<p>Pupils are taught independent and self-regulation skills to access the community with increased confidence. Despite any individual barriers, pupils will learn to recognise emotions and how to express these safely. The use of assisted technology is taught to ensure each pupil becomes as independent as possible and allow them to initiate request and comments. Pupils develop self-help skills within an independent and safe living framework that tailors outcomes to suit everyone. Ensuring they gain the skills to allow open access to the community and remain safe within their environment being supported when needed.</p>	<p>Pupils are taught skills to confidently accept support from adults, make choices and show preferences. Knowing how to safely access the community through travel training and aided communication, whether high or low tech is established as they enter school.</p> <p>Pupils have a work experience programme that starts within school to help build confidence and allows all our pupils to learn skills for college or employment. This is taught through turn taking, carrying out everyday activities such as washing up, dressing and vacuuming as well as learning skills for areas of employment such as horticulture, hospitality and husbandry.</p>	<p>Our pupils' careers programme starts within year one and develops employability skills through each key stage. Pupils will develop workplace skills that are built upon over time such as personal care, hair brushing through to hair styling and work experience at a hairdressers. Developing Independence, developing skills for technology, following instructions, social interaction, and transferable skills needs for the work of work. Working on Enterprise and work experience projects to learn work-based skills. As the pupils' progress through the school, they build these skills to allow them to build a portfolio of accreditations and qualifications bespoke to their skills and interests. Pupils will be taught functional skills to allow them to gain qualifications to take forward into their next step of adulthood and education.</p>
IMPACT		
<p>Our pupils will have the skills to make informed choices about their next steps when they finish school and will be empowered to be successful in the pathway they choose.</p>		



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Subject overview: HUMANTIES including R.E

INTENT		
<p>We want all pupils to gain knowledge and understanding of people, their environment and how they affect each other. To be aware of the past, the sequences of change over time. We want our pupils to have self-respect, respect for other people and be awareness of different cultures and beliefs.</p>		
IMPLEMENTATION		
<p>Alongside Science topics, specifically planned Humanities topics that form the other part of our long-term planning. We follow a 3-year cycle to ensure all pupils encounter a broad and balanced humanities curriculum looking at History, Geography themes across this. Within the history and geography themes RE is weaved into these to link and teach understanding for the pupils. Incorporating our educational visits and use of visitors and real-life experience allows Humanities to come to life. Every aspect of the pupils schooling in every area of learning, not only the subject within the curriculum but the wider curriculum such as behaviour management, self-regulation, and wellbeing ensure that pupils explore the concept of the passing of time by the consistent use of now and next; today, yesterday and tomorrow.</p>		
SENSORY PATHWAY	COMMUNICATION PATHWAY	CORE PATHWAY
<p>Through exploration and a thematic approach, pupils are taught to develop and Understanding of the World. To make sure learning is meaningful, pupils encounter learning in positive and supported ways, using links with their families and known people to embed this knowledge with understanding. The use of media to share links with families is fostered so that families can be an intrinsic part of the next learning steps in these areas. Using our evidence for learning allows families to include information that becomes part of each pupil's learning that is built upon in a real-life way. Branching out from pupils learning from their families, we extend this through topics we teach about "My school" and "my community", ensuring our pupil have had experiences and the chance to develop skills and communication in the wider community.</p>	<p>A combination of exploration and gaining specific knowledge through our topics are taught to ensure every pupil has the opportunity to build on prior knowledge and extend understanding beyond their family and community. They are taught about the diversity of the world through lessons that aim to bring ideas to life and extend their cultural capital. For these pupils are taught through immersive lessons. Technology such as VR, hi-tech simulations, as well as external visits are used to make this learning real and to foster pupils' curiosity and enquiry skills throughout.</p>	<p>Through our identified topics, pupils are taught the relationships between people and the environment and the relationships between one event and another. Learning about the significance of these, and the impact this has had. This is through settlements and human Geography and the effect physical geography has on this, as well as the people and historical events that have shaped the world we live in today. To bring this to life, pupils use the latest technology such as VR, as well as going into the community and visiting places of interest. Teaching pupils in this way supports our PSHE curriculum and keeps relationships at the heart of the curriculum. This learning allows pupils to start with themselves and learn from this starting point. Within the RE curriculum, our core learning is that of forming mutually respectful relationships and being part of the wider community. This is included in celebrating key events in school to increase understanding for people's beliefs and cultures. Pupils will learn about the main religions represented within our school and share celebrations and events to bring the learning to life.</p>
IMPACT		
<p>Pupils will have a real understanding of identity and self-worth. Pupils will be tolerant of each other and have the skills to allow them to foster relationships and use these to support them throughout their lives.</p>		

Subject overview: Expressive Art and Design

INTENT		
<p>Expressive Arts allows the pupils to explore, create and participate in the subjects of Art, Design, Drama, Dance and Music. We want all pupils to have the opportunities to express themselves to develop into creative and confident learners. Learners that appreciate and become inspired by expressive art to help develop self-confidence, having a positive impact on their well-being.</p>		
IMPLEMENTATION		
SENSORY PATHWAY	COMMUNICATION PATHWAY	CORE PATHWAY
<p>Through exploration and a thematic approach, pupils are taught to express themselves creatively. Being totally immersed in creative experiences allow the pupils to show enjoyment and engagement within this area. Pupils encounter sessions such as messy play, resonance board, sensory theatre, sensory exploration, massage story and interactive songs stories and rhymes as a fully embedded part of all areas of learning. Outside agencies including music, and drama groups enhance the learning for our pupils. Pupils explore in a holistic way while being taught skills to develop hand function, gross and fine motor skills, engagement and independence. Pupils are taught appreciation and enjoyment by being exposed to different genres and artists from different cultures.</p>	<p>Exploration, appreciation, and participation are key skills taught within this area. Pupils are provided with opportunities and support to share their thoughts, ideas, and feelings through a variety of activities in art, music and dance. Lessons that include activities to promote imagination are developed, such as painting, sculpting, role play, design and technology, making music and dance. This is enhanced through visiting companies and musicians visiting school to perform for pupils and provide pupils different external creative opportunities. Pupil are inspired and taught to be independent thinkers, we include elements of exploring and learning from the work of creative artists and from other cultures. Bringing learning to life is a key element for pupils on the Communication Pathway this is taught through sensory theatre, linking to themes and technology such as VR that help promote enjoyment, appreciation and inspiration.</p>	<p>Pupils are taught skills with each element of Expressive Arts. This includes practise and performance, linking moves, sound and creating music, understanding of colour and different artistic methods such as painting, drawing, sculpting and collage. Pupils learn about leading artists/ designers and create their own pieces of work using different media. They are taught skills that allow them to evaluate their own and others work. Through this area pupils are taught other transferable skills such as social interaction, communication, and the ability to behave appropriately and learn independently. Pupils have the opportunity to visit and work with external groups and artists that come into school to inspire and allow pupils to develop their appreciation and skill in this area. Technology is embedded where appropriate in this area, using technologies such as VR, garage band and CAD software.</p>
IMPACT		
<p>Pupils will be able to confidently express themselves through all elements of Expressive Art. Pupils will show inspiration and appreciation for the work of others and become individuals that are confident and independent individuals. They will be able to successfully transfer taught skills to increase their self-esteem, communication, behaviour, independence and developing self-expression as they enter adulthood.</p>		



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