



'Where every child is a valued individual'

Bishopswood Curriculum Intent

Context

Bishopswood School is a Special School in Sonning Common, Oxfordshire for pupils aged 2-16 years old with, but not exclusively, MLD, SLD and PMLD. All pupils have a learning difficulty and achieve well below age related expectations. All pupils have an Education and Health Care Plan.

We have an admission number of 72. The school operates out of three separate sites:

- Bishopswood Integrated EYFS class – co located at Valley Road Primary School (maintained) – as of February 2022 all pupils (who were all in Year 1) moved to the Primary site, no EYFS pupils on roll
- Bishopswood Primary department (Years 1 – 6) - co located at Sonning Common Primary (Maintained)
- Bishopswood Secondary department (Years 7 -11) – co located at Maiden Earlegh, Sonning Common (Academy)

Due to the location of the school, pupils come from different Local Authorities, including Oxfordshire, Reading, West Sussex, Swindon, Wokingham, Bracknell Forest, Basingstoke and Dean.

An After School Club is led and managed by Bishopswood staff, there is also holiday provision provided under a LA Service Level Agreement.

Curriculum Foundations

The Bishopswood curriculum foundations are the basis upon which we develop, deliver and progress all that we do at Bishopswood. We have established six core principles that define our curriculum:

1. All pupils will have access to purposeful community experiences
2. All pupils' communication opportunities (expressive and receptive) will be personalised, embedded and progressive
3. All pupils will be encouraged to work as independently as possible
4. All pupils will be confident in, and be given opportunities to, communicate how they feel
5. All pupils will be as prepared as possible for the next stage of their lives
6. All pupils will be as literate and numerate as possible.

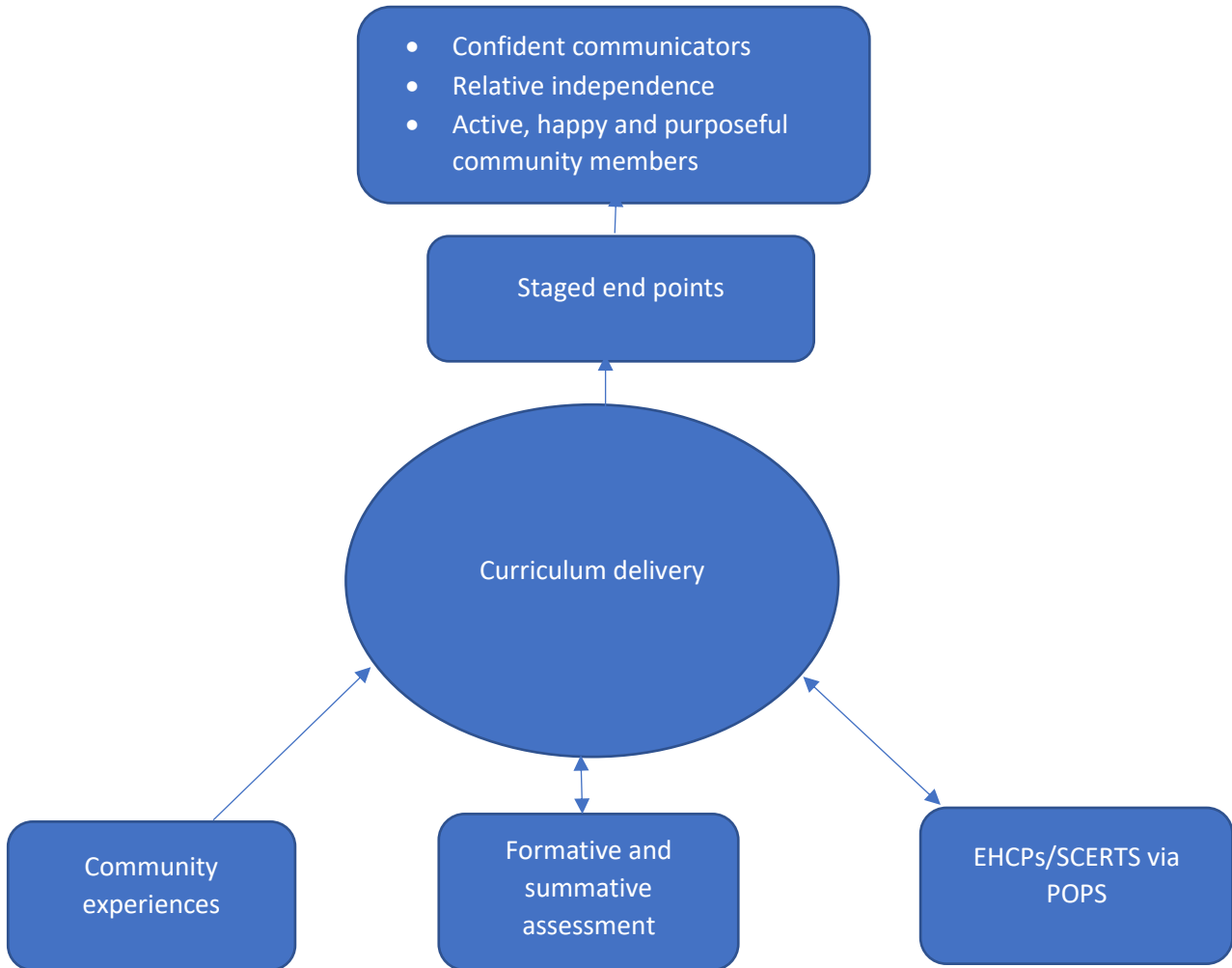
Curriculum Overview

Our curriculum intends to allow our pupils to become confident communicators, to lead as independent lives as possible and to be active, happy, and purposeful members of their community. Our curriculum is designed to be as personalised as possible and focus on the core skills, knowledge and experiences that allow pupils to achieve highly, feel empowered in their communities and confident in their next stage of their lives.

Our school vision underpins the broad and balanced curriculum offer for all pupils at Bishopswood. All areas, which include an adapted academic curriculum, communication and a range of therapies and interventions are planned to support pupils to access society, be as independent as possible and be confident communicators. Clear end goals and milestones are identified for each area and opportunities are provided to develop cultural capital for all. The curriculum is spiralled so that pupils

are building on a (mostly transferrable) knowledge of vocabulary, events, people, places, concepts, and procedures with a keen focus on literacy and numeracy; through knowing more and remembering more, pupils make progress. Essential skills are explicitly taught and identified in all curriculum areas: this document identifies the staged endpoints for these essential skills. Pupils benefit from the focused and broad curriculum and allow pupils to work on individualized targets based on EHCP outcomes. Community links and off-site visits enhance the experiences of our pupils and allow them to apply the skills they have learnt.

Bishopswood Curriculum in Action



Pathways

The curriculum is delivered in 3 distinct yet fluid pathways;

Sensory

Intent	<p><i>To develop and promote independence and quality of life through a culturally rich environment.</i></p> <p><i>To Support pupils to develop functional communication strategies so they have a 'voice'. To Develop the pre-learning skills of attention and focus in order to use these as a platform in which to base future learning and lifelong skills.</i></p>
Implementation	<p>Our sensory pathway is delivered through 5 key areas; communication, care and independence, community, myself and my thinking. Each of these key areas includes our curriculum outcomes to ensure every pupil has a personalised curriculum that offers a wide range of experiences.</p> <p>The Curriculum is taught holistically through the sessions of:</p> <ul style="list-style-type: none">• Resonance Board• Sensory Story• Sensology• Sensory Communication activities including Massage Story, Atmospherics, TAC PAC, Intensive Interaction, and Auditory Phonics, out and about visits in the Community• Hand Function• Physical Development• Sensory Art, Play, Cooking and Music <p>Through skilled planning and delivery each approach and teaching style involves active exploration, sensory regulation and Communication and Interaction for all pupils.</p>
Impact	<p>Pupils have improved independence which impacts pupil wellbeing/behaviour. Improved independence correlates directly with communication. Pupils will be able to communicate in a functional way that best suits their needs. Inclusive learning promotes further development of social skills. All of which ensures pupils are well-prepared for their next stage in education and transition to adult life. Pupils are set challenging goals using assessment data which informs target setting. These assessments allow every pupil to continue to make progress throughout their schooling and ultimately into adulthood.</p>

Communication

Our communication pathway is designed to ensure that we are developing confident communicators. This is at the heart of all we do and underpins the curriculum planning and delivery.

Intent	<p><i>To build on functional communication skills so that pupils can apply these through structured play and learning activities linked to our Curriculum.</i></p> <p><i>To allow every pupil to enjoy learning and make progress through broad and balanced learning experiences.</i></p> <p>A high priority for real life learning that develops social communication skills to support pupils in working alongside and with others. Pupils accessing these areas will develop basic functional skills of reading, writing and number skills at their appropriate stage.</p>
Implementation	<p>Our Communication Pathway focuses on a personalised curriculum that includes a range of highly visual, concrete approaches and teaching styles following our Curriculum. A focus on functional communication, sensory regulation and active engagement underpins the subjects taught.</p> <p>The Curriculum is taught through a mix of subject specific learning and a thematic approach. This ensures that learning is meaningful and uses concrete real-life learning wherever possible. Following the focus for communication, communication skills are fully integrated into these subjects and is the platform for learning the new skills needed.</p> <p>Subject specific lessons taught are:</p> <ul style="list-style-type: none">• Communication, Language and Literacy<ul style="list-style-type: none">○ Phonics inc Reading and writing, Hand Function, Sensory Story, Communication Group, Out and about in the community• Problem solving and reasoning – PSR<ul style="list-style-type: none">○ Concrete Maths, shopping• Independent Living skills-ILS<ul style="list-style-type: none">○ PSHE including RSE and going out and about in the community• Physical Development- PD<ul style="list-style-type: none">○ PE○ Swimming <p>Subjects taught thematically are:</p> <ul style="list-style-type: none">• Art and DT• Science

	<ul style="list-style-type: none"> • History • Geography • RE <p>Music and ICT are important subjects and are really engaging for our pupils. Through skilled planning and delivery, these subjects are weaved within all subjects and are used as vehicles to ensure pupils find subjects engaging and accessible at all stages.</p>
Impact	<p>Pupils make expected or better progress from their starting point and through the best communication method for their needs. Pupils are able to use English and Maths functionally. They will be able to communicate their need in an appropriate way allowing them to make the right choices for their wellbeing/behaviour. Pupils will be able to see the purpose of learning and enjoy being active learners that seek new ways to make progress. This is shown through the clear assessment cycle within the school showing individual pupil progress. These assessments in turn inform planning and targets for personalised learning to allow each pupil to reach their full potential.</p>

Core pathway

Intent	<p><i>To develop confident and successful pupils who enjoy and contribute to their own learning. Pupils to be to be resilient, hardworking, and ready to embark on the next phase of their learning.</i></p> <p>Our Curriculum motivates and inspires all pupils to learn which encourages all pupils to be active learners. Through acquiring these skills pupils have access to other subjects through our broad and balanced Curriculum. Ultimately, we intend to prepare pupils for an adult life in which they have the greatest possible degree of independence and success.</p>
Implementation	<p>Our Core Pathway focusses on a personalised curriculum that follows subject specific learning. A range of approaches and teaching styles are used to ensure that every pupil has every opportunity to progress. These approaches are practical, visual and focuses on embedding concrete learning prior to any abstract teaching. A focus on social communication, self-regulation and emotional regulation is weaved throughout all lessons.</p> <p>Pupils follow subject specific learning. Through our curriculum each subject provides a broad, balanced, relevant and meaningful curriculum. This will often mean pupils go out and about in the community to make their learning come to life. This allows pupils to acquire skills, knowledge and understanding of the subjects appropriate to their stage of learning.</p> <p>Curriculum subjects taught are: Communication, Language and Literacy – CLL</p> <ul style="list-style-type: none"> • Reading • Writing

	<ul style="list-style-type: none"> • Phonics <p>Problem solving and reasoning – PSR</p> <ul style="list-style-type: none"> • Number and Place Value • Calculations • Shape, Space and Measure <p>Independent Living skills-ILS</p> <ul style="list-style-type: none"> • PSHE including RSE • Careers • Internet Safety <p>Physical Development- PD</p> <ul style="list-style-type: none"> • PE • Swimming <p>In order to ensure subjects are meaningful for our pupils the following subjects are taught in a thematic way where possible:</p> <p>Creative and Leisure</p> <ul style="list-style-type: none"> • Art and DT –Design and Technology • Music <p>Knowledge and Experience of the World</p> <ul style="list-style-type: none"> • Geography/History • RE • ICT • Science <p>Through skilled planning and delivery, we ensure our Curriculum secures breadth and balance in a meaningful way.</p>
<p>Impact</p>	<p>Pupils will be independent learners that enjoy learning challenges. They will have an awareness of how to tackle these challenges in an increasingly independent way. Pupils show sustained improvement in finding ways to improve their wellbeing/behaviour.</p> <p>Pupils make expected or better progress from their starting points allowing challenging goals to be set and achieved as they progress through their schooling.</p> <p>Pupils will reach their full potential and have the opportunity to achieve qualifications, appropriate to their stage, to celebrate these achievements. These achievements will help them progress to the next stage of their education and ultimately into adulthood. This is shown through the clear assessment cycle within the school showing individual pupil progress. These assessments in turn inform planning and targets for personalised learning.</p>

Key Stage End Points

Independence Skills

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Pupils will become active learners in all aspects of the classroom environment.	Pupils will have the confidence and resilience to independently attempt different challenges, including unfamiliar ones.	Pupils will more independently manage their learning, belongings and resources within the classroom.	Pupils will take responsibility within school, including for their learning and belongings. Pupils will begin to become independent when in the local community.	Students will demonstrate a level of independence that would allow them to function as an adult, at home and in the local community

Social Interaction & Communication

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<p>Social Partners (before words).</p> <p>Pupils will tend to use facial expressions and gestural forms of communication, and this will tend to involve physical manipulation (e.g. pulling a caregiver’s hand) rather than using a gesture to send a “shared message” to others (e.g. giving, pointing, showing, pushing away, waving, and a head nod/headshake).</p>	<p>Language partners (emerging language).</p> <p>Pupils will often show a preference for object labels (i.e. nouns/ things) versus more social words, namely subjects (i.e., people’s names) and verbs (e.g. action words).</p>	<p>Conversational partners.</p> <p>Pupils will use and understand basic conversational language but show difficulty with predicting the intentions of others and to know how to pick topics, when to initiate, how to balance conversational turns, and to collaborate.</p>	<p>Pupils will interact with and build friendships with peers from across the school and will begin to communicate more confidently with less familiar adults, both within school and in the local community.</p>	<p>With support, students will communicate effectively within their local community.</p> <p>Students will communicate effectively with all stakeholders within the school community.</p>

Behaviours and Well-being for Learning

Stage1	Stage 2	Stage 3	Stage 4	Stage 5
<p>Pupils will find understanding, communicating, and managing their emotions challenging and will have difficulty following basic routines and structures.</p>	<p>Pupils will participate within aspects of the classroom through demonstrating e.g. active listening and turn taking.</p> <p>Pupils will recognize basic emotions in themselves and follow routines to support the self-management of these emotions.</p> <p>Pupils will experience some strategies that can support good mental wellbeing.</p>	<p>Pupils will recognise some emotions that they find difficult and begin to explore supportive strategies.</p> <p>Pupils will experience an increased range of strategies that can support good mental wellbeing.</p>	<p>Pupils will recognise their own emotions and link them to a strategy which will support their readiness for learning.</p> <p>Pupils will explore and review different strategies that can support good mental wellbeing.</p>	<p>Students will know different individualized strategies to use to manage own behaviours in readiness for learning.</p> <p>Students will know different strategies to use to try to ensure good mental wellbeing.</p>