



# The Vale Special School Curriculum

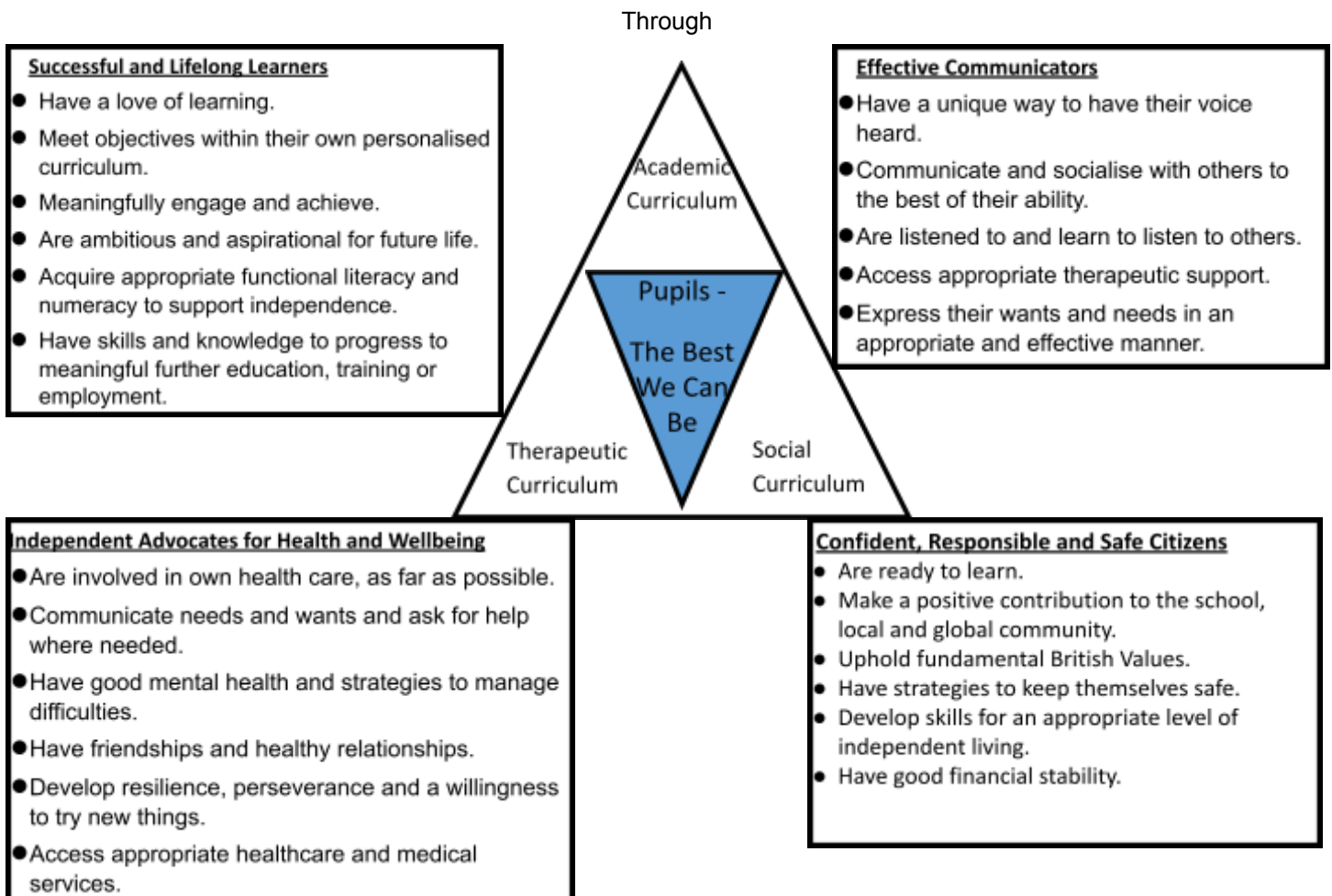
Vale School is a community special school offering a high quality, child-centred, inclusive and specialist education for pupils aged 2-16yrs with a wide range of special educational needs including profound and complex needs, physical disabilities, sensory impairments, complex medical conditions, developmental delay, learning or communication difficulties and social, emotional needs.

We strive to provide the very best learning opportunities for all, and are creative in our approach to ensure a personalised learning journey for every child. Child-centred team work is at the core of everything we do. Our bespoke curriculum is underpinned by the National Curriculum and has been created to meet the needs of our learners, and provide stretch and challenge for all.

## Intent

<p>Vale School Vision: Striving to be <b>'The best we can be'</b> through</p> <p><b>V</b>aluing diversity <b>A</b>spirations and Achievement <b>L</b>earning together <b>E</b>ncouragement and Fun</p>	<p><b>S</b>afety and Support <b>C</b>ommunication and creativity <b>H</b>igh quality teaching and care <b>O</b>pportunities and challenge <b>O</b>pen team approach <b>L</b>earning for life</p>
--	--

At Vale Special School our vision is to have high expectations and aspirations for every child to be the best they can be, and be prepared for life after the Vale. Depending on their needs, children need different approaches and pace of delivery to ensure their learning is meaningful and accessible. We want children to be:



In order to address differing learning needs we have created four different pathways:

1. Engagement - learners with profound and complex needs (PMLD) working below pre KS standards
2. Sensory - learners who are actively involved in multisensory exploratory experiences to access the curriculum
3. Emerging - learners who access semi formal specific subjects with sensory exploratory experiences to support understanding
4. Functional - learners who access the national curriculum adapted and tailored to their individual needs

## Implementation

We provide a broad, rich, relevant and creative curriculum for our pupils. For both primary and secondary aged pupils the bespoke spiral curriculum allows them to revisit and build on their learning several times throughout their school career - this reinforces and solidifies the knowledge gained within the subject matter. During their time at the Vale pupils experience a wide range of subject topics to ensure a rich and varied experience, allowing for key skills to be learnt, reinforced and developed alongside knowledge.

The depth of the curriculum increases in line with pupil ability and is carefully tailored to provide appropriate challenge and progression. Ongoing formative assessment is used to adjust teaching and challenge misconceptions within each lesson. On a termly basis, a variety of assessment data is gathered and analysed to inform future planning and delivery.

We implement the spiral curriculum based on differing learning needs, understanding and interests. Teachers plan lessons using a variety of approaches to support individual communication and learning needs within the appropriate pathway/s. Small ability based classes with a high ratio of adult to pupil allows for specific further differentiated child centred support.

Our long term curriculum mapping is based on a 3 year cycle at primary and a 3 year cycle at secondary, these are continually monitored and adjusted depending on the evaluated success of a topic/programme of study.

## Impact

As a result of the provision above, children at Vale School will be the best they can be and:

- Feel safe, secure and cared for
- Show confidence and resilience in the classroom
- Demonstrate high levels of engagement in activities
- Make expected or better than expected progress from their starting points
- Develop independence and skills to support them throughout life
- Develop appropriate social relationships

This is evidenced through analysis of assessment data, questionnaires, observations, PSPs identifying meeting of EHCP outcomes, destinations of leavers, learning walks and much more.