



SENDAT

Curriculum Policy

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Introduction

SENDAT is a unique Multi Academy Trust focusing on special schools and specialist provision in East Anglia. The Trust enables the development of a range of provisions and the delivery of high standards and performance which will improve the life chances of children and young people with SEND.

Curriculum – Skills and Knowledge for Life

Curriculum Intent

Our curriculum meets the needs of each student as determined in their EHCPs to make sure they stand as much chance as possible to reach their potential and find a meaningful place in society.

S – Supporting students to succeed

E – Ensuring equality of access to outstanding provision

N – Networking to remove barriers

D – Develop well rounded individuals

A – Achieving high aspirations for All

T – Trusted adults who have high quality training are available to support students.

The curriculum needs to support students to develop the skills and knowledge so that they have a meaningful place in society. For as many as possible this will be employment opportunities but will also include volunteering and making the most of leisure opportunities.

Curriculum – Skills and Knowledge for Life

empathy
self-assessment
time-management
communication decision-making
collaboration
critical-thinking financial
creative-thinking resilience
literacy
stress-management

In today's rapidly changing world, it is more important than ever for students to develop life skills that will help them succeed in school, work, and life. These skills include creative and critical thinking, collaboration, communication, decision-making, financial literacy, time management, stress management, self-assessment,

resilience, and empathy. By developing these skills, students will be better equipped to navigate the challenges and opportunities that lie ahead.

Here are some tips for helping students develop life skills:

- Expose them to a variety of experiences. This could include participating in extracurricular activities, volunteering, or traveling.
- Encourage them to take on leadership roles. This will help them develop their communication, organization, and problem-solving skills.

- Help them develop a strong work ethic. This means being reliable, hardworking, and committed to their goals.
- Teach them how to manage their time effectively. This will help them avoid stress and procrastination.
- Help them develop healthy coping mechanisms. This includes exercise, mindfulness, and talking to a trusted adult.

By providing students with the opportunity to develop these life skills, we can help them become well-rounded individuals who are prepared to make a difference in the world.

Enrichment through trips, visits and visitors to school

Trips and visits play a pivotal role in enriching the educational experience and enhancing student learning outcomes. They provide a refreshing break from the monotony of traditional classroom settings, allowing students to apply their knowledge in real-world contexts and engage with the subject matter in a more meaningful way.

SENDAT 20

The SENDAT 20 offers a list of 20 activities that are offered to each student who is at a SENDAT school for 3 years or more. These support life skills, independence and trying new things. Each activity has a certificate, with each student having a “20 Passport” to track their activities.

<https://sendat.academy/sendat-20/>



Duke of Edinburgh Award – Scouts - Clubs

From age 14, we run Duke of Edinburgh Award in schools. Many of these activities can be directly linked to curriculum activities.

SENDAT has a Scout group that all students can be part of. The Beaver, Cub, Scout and Explorer badges can be used to support and engage students with the curriculum. We run clubs for canoeing, cycling and other opportunities.



Residential Experiences

SENDAT runs a variety of residential trips across the trust and in each school. We work to offer all students who wish to do so, to take part in residential. We run residential trips ranging from 1 day to 10 days and beyond in the UK and into Europe. We have the aspiration to run some of these residential trips even further afield.

Enhancing Knowledge Retention

Trips and visits provide a vivid and engaging platform for learning, allowing students to experience and interact with the subject matter firsthand. This sensory immersion enhances memory consolidation and promotes deeper understanding of complex concepts.

Fostering Curiosity and Motivation

Bringing learning outside the classroom awakens students' curiosity and sparks their interest in the subject matter. By experiencing firsthand the applications of their studies, students develop a deeper appreciation for the relevance of their education. This newfound motivation fuels their engagement and encourages further exploration of the subject.

Developing Critical Thinking and Observation Skills

Trips and visits provide opportunities for students to apply their critical thinking skills and develop observational abilities. Engaged in real-world situations, students must analyse, question, and interpret information, enhancing their ability to make informed judgments and solve problems effectively.

Expanding Horizons and Fostering Global Citizenship

Out-of-classroom experiences expose students to diverse cultures, perspectives, and environments, broadening their horizons and fostering global citizenship. By interacting with different communities and learning about their unique customs and traditions, students develop empathy, cultural sensitivity, and a sense of global responsibility.

Promoting Collaboration and Teamwork

Trips and visits often involve group activities and collaboration, encouraging students to work together effectively to achieve common goals. This fosters teamwork skills, communication abilities, and a sense of shared responsibility, preparing students for success in future endeavours.

Integrating Technology and Innovation

Technology can be seamlessly integrated into trips and visits to enhance the learning experience. Smartphones, tablets, and digital cameras can be used to document observations, capture data, and share experiences with peers and teachers. This integration promotes digital literacy and creativity.

Addressing Equity and Inclusion

Trips and visits can be carefully planned to ensure equity and inclusion, providing opportunities for all students to participate and benefit from the learning experience. This includes considering accessibility, cultural sensitivities, and socioeconomic factors to ensure that all students have a fair chance to engage in meaningful learning experiences.

In conclusion, trips and visits are invaluable components of a comprehensive curriculum, enriching student learning, fostering curiosity, and promoting global citizenship. By incorporating meaningful excursions into their teaching, educators can nurture a generation of well-rounded individuals equipped with the knowledge, skills, and perspectives to navigate the ever-changing world.

Curriculum Pathways

SENDAT Curriculum Pathways provide a structure to describe a curriculum that provides a broad and balanced education to prepare and develop well-rounded individuals who can go forward into their adult lives prepared for the work environment and capable of being independent and productive citizens.



- Each pathway is a guide, students can move up and down pathways and their bespoke pathway may include areas from 2 pathways.
- Pathways are always under review, and we are working with post-16 providers to add their courses to these pathways.
- Usually, SENDAT schools will be delivering 3 pathways.
- Each school plans a detailed curriculum to meet the needs of their students
 - Chalk Hill, mainly Red, with stretch to Yellow
 - Duke of Lancaster – predominately Yellow, with stretch to White and supporting some with Red
 - Priors – Red mostly, with stretch to Yellow and nurturing support for some in Green.
 - Stone Lodge – Red mostly, with stretch to Yellow and nurturing support for some in Green.
 - Sunrise – predominately Yellow, with stretch to White and supporting some with Red.

Pathway Summary

- White pathway is a predominately “mainstream route” with students sitting year 6 SATs and full GCSE offer and post-16 mainstream courses.
- Yellow pathway is for students capable of taking some GCSEs and some Entry Level courses; at Key Stage 2 some students on the Yellow pathway will take SATs.
- Red pathway is for students working at Entry Level accreditation. At Key Stage 3 students move around school for specialist subjects.
- Green pathway students need more nurturing support. They need to spend more time with the class teacher and move to subject specialists less. Within Key Stage 4 students will be working towards ASDAN and Entry Level 1 qualifications. Post-16 students are likely to be on specialist routes.
- Blue pathway students have further support and nurturing needs and are taught using the Engagement Profile model.

Key focus	EYFS	KS1	KS2-3	Accreditation at Year 11, 12 or 13	Employability	Enrichment	Post 16 options	EEG Offer	Individualised programme	PRIORITY SCHOOLS	CHALK HILL	SUNRISE	Guiding Star	MILBERRY	PEEL
Accreditation leading to post 16 education, A levels, HE and employment	Not currently part of the SENDAT offer, we would expect young people to be in mainstream nurseries	Generally working at expected levels for KS1. Require modification to make the learning environment suitable - low visual stimulation, consistent trusted adults etc	Generally working towards SATs, KS2 subject specific-classbased, KS3 moving between rooms to access specialist subject teaching	Full GCSE offer, moving around classes for specialist teaching. Support to meet needs could be low stimulus environment, consistent use of trusted Adults.	Work experience if possible close to home, with self travel to the work experience	Duke of Edinburgh Award, Residential Experiences, SENDAT 20	FE College, A Levels, Higher Education	WSC Vocational Pathway Abbeygate 6th form college One 6th form college							
Accreditation leading to post 16 education and employment, independent travel	Not currently part of the SENDAT offer, we would expect young people to be in mainstream nurseries	Working at expected levels in some areas and in others requiring a lot more support.	Generally working towards SATs, KS2 subject specific-classbased, KS3 moving between rooms to access specialist subject teaching	Level one and two qualifications including Foundation GCSE, Functional Skills and BTEC.	Work experience	Duke of Edinburgh Award Residential experiences	FE College, Supported Internship, Apprenticeship	WSC Vocational Pathway One Route to progression							
Access elements of Red and Yellow Pathways															
Accreditation leading to post 16 education, independence	Not currently part of the SENDAT offer, we would expect young people to be in mainstream nurseries	Using early years principles, of learning through play and experiences. Fostering curiosity.	Generally working below SATs, KS2 subject specific-classbased, KS3 moving between rooms to access specialist subject teaching	Entry level accreditation in a wide range of subjects. Functional Skill also available at entry level	Supported work experience either with a group of students on a placement or with additional 1:1 support in the work place	Duke of Edinburgh Award Residential Experiences	Sixth form, FE College, Supported Internship	WSC Pathway to College WSC Pathway to Employment One Route to Employability							
Access elements of Green and Red Pathways															
My Communication, My Movement, Myself, My Thinking	Nursery-play based assessments, Reception increased structure ready for move to KS1, possibly with move to MLD site.	Using principles of EYFS and learning through play and practical experiences, Access some specialist rooms with class teachers	Working Below SATs, class based teaching of most subject, accessing FE specialists	Entry Level English and Maths probably at Entry 1 or 2	Group work related activity	SENDAT 20 DiE or Gateway Award Residential experiences	Priory 6th Form, College	WSC Pathway to Employment One /WSC Pathway to Adulthood One Route to Independence							
Access elements of Blue and Green Pathways															
Semi Formal based on Sheridan developmental levels 15-36 months	Play based with focused interventions on communication, social emotional, focusing on identifying appropriate curriculum for next steps. Dual placed at this stage (0 days), a few will maintain dual placement for KS1	Working with engagement profile	Working within engagement profile.	Working at Sheridan levels, age appropriate context inc work based learning in school. School based certificates usually for those on the blue pathway (eg. through RARPA), likely to be moving towards pre key stage standard 1. ASDAn Award Scheme	Work related activity - school based with support	SENDAT 20 DiE or Gateway Award Residential experiences, Scouts, swimming ks1-2, biking KS3-4,	FE College - social care offer- Hubs	WSC/One - Supported Learning- Pathway to adulthood							
Beginning to access the blue curriculum and have not achieved all the end points within the Purple Curriculum. They are able to engage in adult initiated and led activities but may be dependent on adult support. Spiky profile with complex physical or medical need with some cognitive ability															
Informal, Developmental, Purple 1-5 based on Sheridan developmental levels 1-15 months - engagement profile - age appropriate in delivery and content, use of switch adapted toys and adapted devices as they get older to support independent activity and learning to self occupy. Developed confidence to express preferences. Dual placed for Nursery, C/1 (exploration, realisation, anticipation, persistence, imitation) = areas of code of practice															
Working with a larger range of care providers ready for the Adult world. World of work, hairdressers/shoe shops come to them.															
SENDAT 20, residential experiences, Gateway Award, John Muir Award, Scouts, swimming - hydrotherapy															
Hubs-social care offer															
Differential curriculum, Trauma informed schools with emotional available adults															

Curriculum Intent – School expectations

Each school has published curriculum intent statements for each subject, roadmaps showing the progression across age groups, Medium term plans that demonstrate planning, adaptations and meeting the differing needs of pathways.

Rationale

- Each student develops a deep and broad knowledge of each subject area they study.
- To develop in all students a positive sense of place both in their local area but also national and globally.
- To develop well-rounded students, informed by a knowledge rich and skill-based curriculum, who are taught the highest of expectations with the clear vision that there are no limits on what they can achieve.
- To develop students with life-long interpersonal skills, an INSPIRED character, instilling confidence and resilience to succeed in any pathway they choose.

Ambition – Skills and Knowledge for Life

- For all students to be responsible citizens who positively contribute to society and who have a clear idea of their own identity.

- To create students who can present ideas, knowledge, concepts and arguments coherently and independently in a range of formats including orally.
- To develop a broad set of life skills and knowledge which can be applied across the whole range of subjects and disciplines.
- To ensure our students make outstanding progress across all subjects no matter what their starting points are, and are assessed regularly to measure their progress
- To create a love of school and learning combined with a love of challenge and the determination to solve problems.

Key Concepts and Skills Across the Curriculum for Life

- To develop independence as students both in and outside of the classroom
- To appreciate and be tolerant of diversity in all forms both within the UK and beyond it
- To have the skills to evaluate and interpret information by being inquisitive learners, learning through enquiry
- To develop the ability to analyse multiple and diverse perspectives, through making connections, thinking critically and comparing interpretations/viewpoints and be effective problem solvers
- To develop a strong sense of empathy and develop their social, emotional and intellectual skills

Sequencing Curriculum Delivery

Sequencing the curriculum is an essential component of effective teaching and learning. It ensures that students build knowledge and skills in a logical and coherent manner, from foundational concepts to more complex ideas. By carefully organizing the order of instruction, teachers can foster deeper understanding and prepare students for future learning.

Why is Sequencing Important?

Proper sequencing of the curriculum addresses several key aspects of effective teaching and learning:

1. **Logical Progression:** Sequencing aligns with the developmental stages of students, ensuring that new concepts build upon prior knowledge. This fosters a deeper understanding of foundational concepts and prevents students from being overwhelmed by complex ideas too early.
2. **Cumulative Learning:** By introducing concepts in a sequential manner, students are able to gradually build their knowledge base. Each new concept connects to previous ones, creating a network of understanding that enhances comprehension.
3. **Scaffolding Learning:** Sequencing provides a clear roadmap for teachers, enabling them to scaffold instruction effectively. Each lesson builds upon the previous one, providing students with the necessary support to progress through the curriculum.
4. **Promoting Transfer of Skills:** When concepts are sequenced appropriately, students can transfer their knowledge and skills to new learning situations. This adaptability and versatility are crucial for lifelong learning.

Principles of Effective Sequencing

Effective curriculum sequencing follows several principles:

1. Consider Learning Stages: Identify the developmental stages of learners and align the sequencing accordingly. This ensures that the curriculum is appropriate for their age and cognitive abilities.
2. Identify Prerequisite Skills: Determine the foundational skills required for each new concept, and ensure that students have acquired those skills before introducing more advanced material.
3. Gradual Progression: Introduce new concepts gradually, allowing students to absorb and process information effectively. Avoid overwhelming them with too much information at once.
4. Repetition and Review: Provide opportunities for repetition and review throughout the learning process. This reinforces understanding and helps students retain information over time.
5. Connect Concepts: Seek connections between different concepts, allowing students to see the relationships between different areas of knowledge. This fosters a more comprehensive understanding.

Examples of Sequencing in Different Subjects

Across different subjects, sequencing manifests in various ways:

- Maths: Introducing basic arithmetic operations before progressing to algebra and more complex math concepts ensures a strong foundation for future learning.
- Language Arts: Teaching letter sounds and phonics before introducing complex grammar rules helps students develop reading fluency and comprehension.
- Science: Sequencing scientific concepts from simple to complex allows students to build a coherent understanding of the natural world.
- Social Studies: Teaching historical events in chronological order provides a clear understanding of cause-and-effect relationships and the development of civilizations.

By carefully sequencing the curriculum, educators can create a learning environment that fosters deeper understanding, enhances retention, and equips students with the knowledge and skills they need for success in future endeavours.

Implementation

- Develop Tier 2 and Tier 3 vocabulary so students are confident and able to access all subjects and examinations, through weekly mastery testing and subject vocabulary banks.
- Access to subject-specific knowledge organisers to support daily teaching, revision and home learning.
- Hands down questioning to give all students opportunities to give opinions and test ideas.
- Spaced retrieval practice to embed core knowledge into the long-term memory.

- Reading embedded into all lessons to ensure students access all types of reading and writing and to create confident independent readers.
- Quality of implementation assured through learning walks, student surveys, book scrutiny and moderation.

Impact Measures

- All students making progress, achieving or exceed their EHCP targets.
- Student Voice is positive, and students are engaged and enthusiastic learners.
- Students successfully apply for their next steps in education or training. NEET figure is zero.
- Progress and attainment measures meet or exceed national.
- Attendance is above national; exclusions are well below national.

Spiritual Moral and Social Development

Spiritual development is about understanding the meaning and purpose of life and one's place in the world. It involves exploring one's own beliefs and values, and developing a sense of connection to something larger than oneself. Spiritual development can be fostered through a variety of activities, such as meditation, prayer, and connecting with nature.

Moral development is about developing a sense of right and wrong, and behaving in accordance with one's values. It involves learning how to make ethical decisions and act in a way that is beneficial to oneself and others. Moral development can be fostered through various experiences, such as being exposed to different perspectives, learning about different ethical frameworks, and engaging in discussions about moral issues.

Social development is about building relationships with others and understanding how to interact effectively in society. It involves developing social skills, such as empathy, communication, and conflict resolution. Social development can be fostered through various activities, such as participating in group activities, volunteering, and forming friendships with people from different backgrounds.

Cultural development is about appreciating the diversity of cultures and understanding the ways in which culture shapes our values, beliefs, and behaviours. It involves learning about different customs, traditions, and beliefs, and appreciating the unique perspectives that different cultures offer. Cultural development can be fostered through travel, studying different cultures, and engaging in cross-cultural interactions.

In summary, spiritual development focuses on the individual's relationship with the world, moral development focuses on ethical behaviour, social development focuses

on relationships with others, and cultural development focuses on understanding and appreciating diverse cultures.