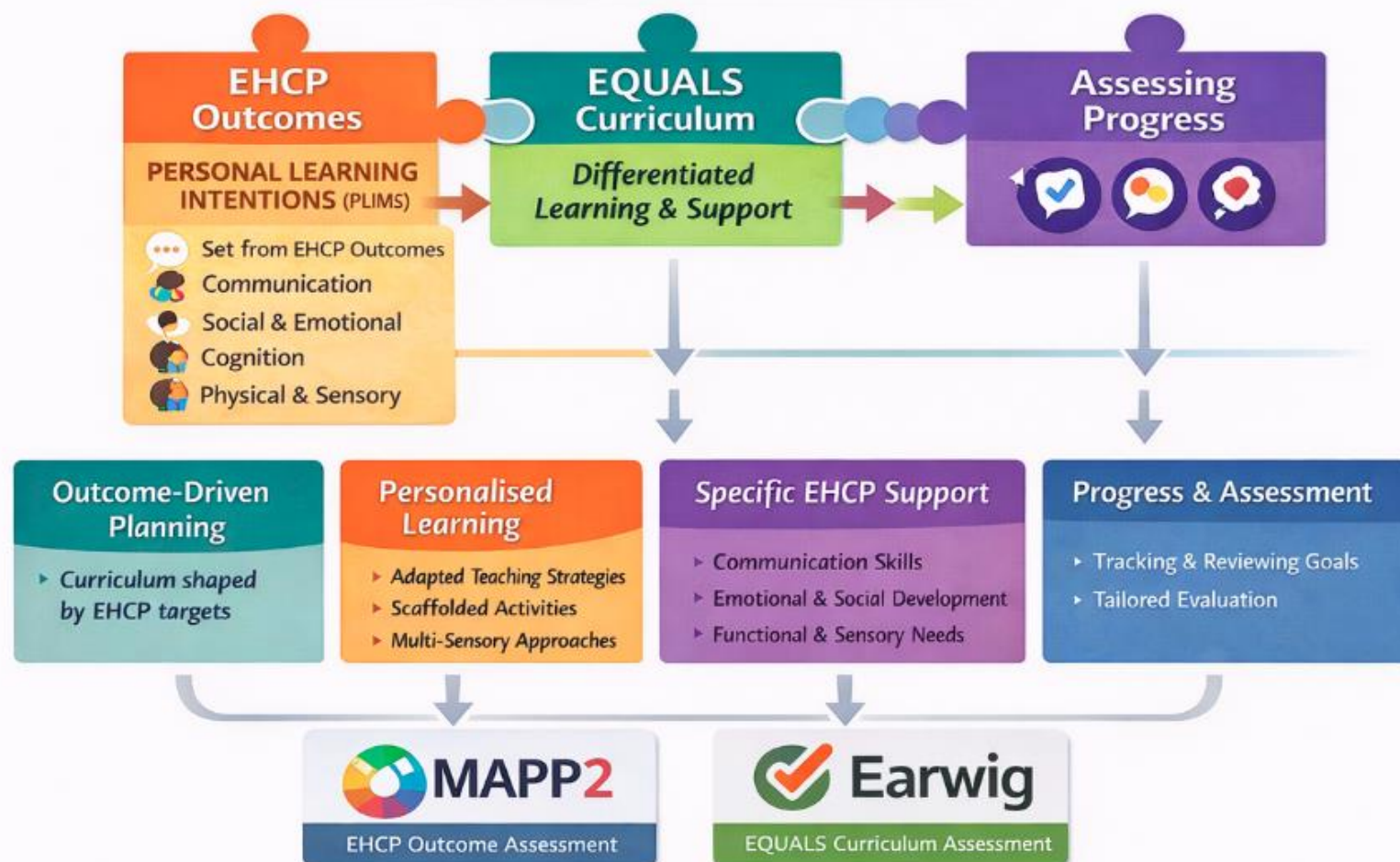


Linking the EQUALS Curriculum to EHCP Outcomes

Personalising Learning to Meet Students' EHCP Goals



MAPP2 assesses progress towards PLIMs linked to EHCP outcomes. **Earwig** records evidence of progress from criteria drawn from the **EQUALS** curriculum.

Brief

The curriculum is designed to ensure that learning is closely aligned to pupils' Education, Health and Care Plan (EHCP) outcomes. Long-term EHCP outcomes are broken down into personalised learning intentions (PLIMs), which identify the key skills, knowledge and behaviours pupils need to develop. These PLIMs are used as the starting point for curriculum planning, informing the selection of appropriate pathways, subject content and learning priorities within the EQUALS curriculum. PLIMs are embedded across the school day and consistently reinforced through lessons, routines and targeted interventions, enabling pupils to practise and generalise skills in a range of contexts. Progress towards EHCP outcomes is assessed using MAPP2, providing a clear measure of impact over time. Pupils' progress against assessment criteria taken from the EQUALS curriculum is evidenced and monitored through Earwig. This approach ensures a coherent and purposeful link between EHCP outcomes, curriculum planning, delivery and assessment, enabling pupils to make meaningful and sustained progress.

Intent

The curriculum is designed to ensure that learning is closely aligned to pupils' Education, Health and Care Plan (EHCP) outcomes. Long-term EHCP outcomes are broken down into personalised learning intentions (PLIMs), which identify the key skills, knowledge and behaviours pupils need to develop. These PLIMs form the starting point for curriculum design and inform the selection of appropriate pathways, subject content and learning priorities within the EQUALS curriculum framework. The intent is to provide a personalised yet coherent curriculum that enables pupils to make meaningful progress towards their individual EHCP outcomes.

Implementation

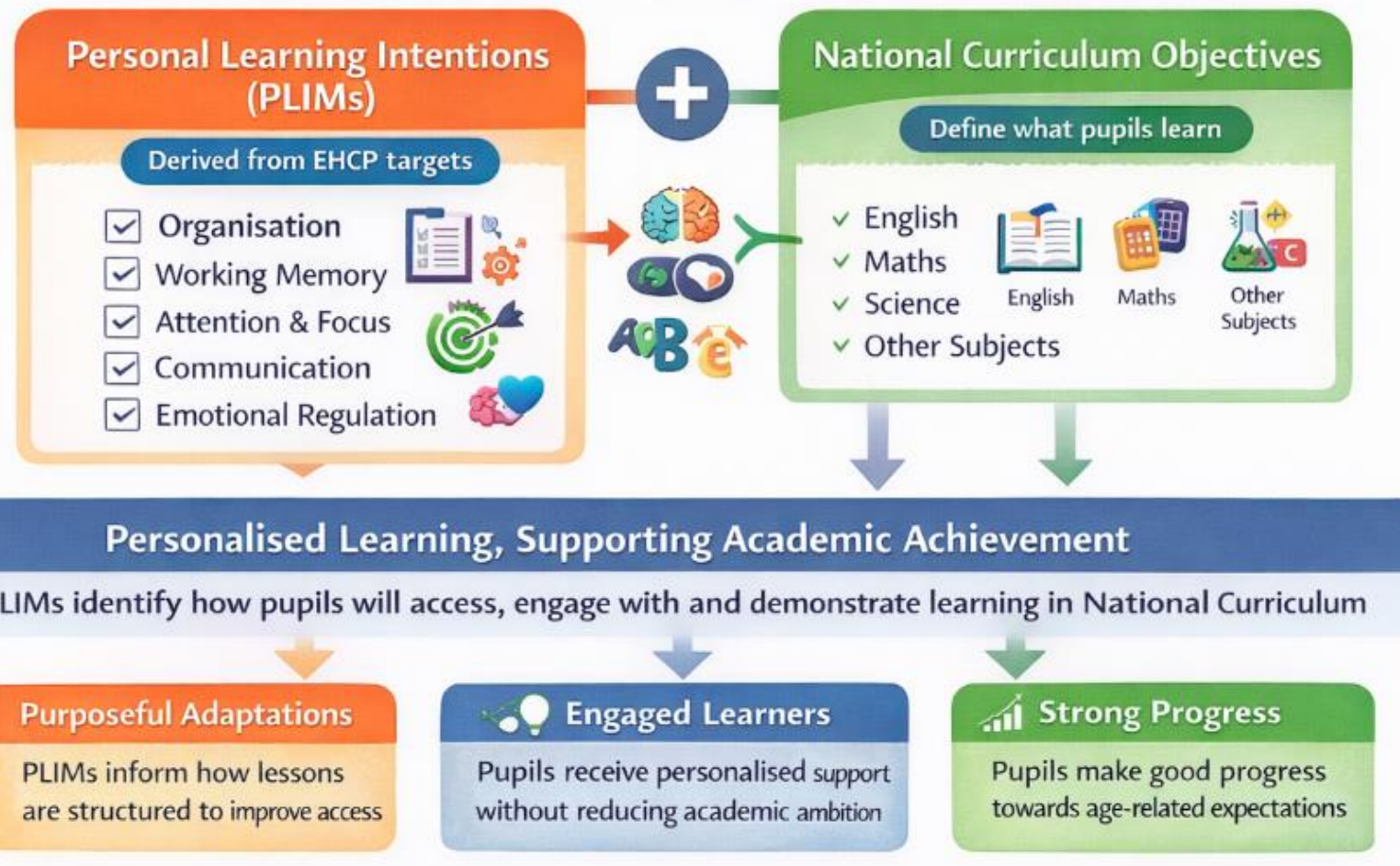
PLIMs are used by staff to plan learning sequences, lesson objectives and daily routines, ensuring that EHCP outcomes are consistently reinforced across the school day. Teaching and learning are delivered through the EQUALS curriculum and adapted to meet pupils' individual needs, with opportunities for pupils to practise and generalise skills across subjects and contexts. Progress towards EHCP outcomes is assessed using MAPP2, while pupils' engagement and achievement against assessment criteria in core subjects drawn from the EQUALS curriculum are evidenced and monitored through Earwig. This ensures that assessment is purposeful and directly linked to curriculum delivery.

Impact

As a result, pupils make sustained and meaningful progress towards their EHCP outcomes. Assessment information from MAPP2 and evidence recorded on Earwig is used to evaluate the effectiveness of the curriculum and inform next steps in learning. Pupils are increasingly able to apply skills independently and across different contexts, demonstrating progress that is relevant to their individual needs and long-term outcomes.

Linking PLIMs to National Curriculum Outcomes

In high-cognition classes, pupils follow the National Curriculum and are supported to achieve age-related expectations. PLIMs derived from pupils' EHCP outcomes support pupils within the National Curriculum, ensuring they make expected progress without reducing academic ambition.



Forest curriculum

Intent

For pupils in high-cognition classes who are working towards age-related expectations, the intent is to deliver the full National Curriculum while ensuring that individual EHCP outcomes are met. Personal Learning Intentions (PLIMs), derived from long-term EHCP outcomes, are used to identify the underlying skills and potential barriers that may impact pupils' ability to achieve academically, such as organisation, attention, communication or emotional regulation. The intent is to maintain high academic expectations while providing personalised support that enables pupils to access, engage with and succeed in National Curriculum learning.

Implementation

National Curriculum objectives determine the knowledge and skills pupils are taught in each subject. PLIMs are planned alongside these objectives and inform how learning is delivered, including lesson structure, scaffolding, modelling and levels of independence. PLIMs are embedded across subjects and daily routines so that pupils practise transferable skills within meaningful academic contexts. Teaching strategies and adaptations are therefore purposeful and consistent, ensuring pupils can apply strategies that support both their academic progress and their EHCP outcomes.

Impact

As a result, pupils are able to access the National Curriculum more effectively and make strong progress towards age-related expectations. Pupils increasingly demonstrate independence, sustained engagement and the ability to apply learning strategies across subjects. Progress towards EHCP outcomes and academic attainment is evident through assessment and classroom practice, demonstrating that PLIMs support high-quality academic achievement rather than limiting ambition.