

WHOLE SCHOOL CURRICULUM MAP

Oak Tree School Curriculum Intent

Oak Tree School's curriculum has been designed to meet the needs of a wide range of learners, all of whom have a diagnosis of Autism or associated complex needs. Our curriculum is designed to be flexible, aspirational and bespoke. Learning is highly sequenced, ensuring consistency of approach across all areas.

Oak Tree School's Curriculum is designed to:

- Ensure pupils enjoy learning and are motivated to progress and develop their skills.
- Ensure learners leave school with the highest levels of literacy and numeracy possible.
- Encourage learners to be active members of their communities and make a positive contribution.
- Have an increased quality of life, supported by specialists who know them well.
- Ensure learners have the opportunity to learn and develop skills that will benefit them in their adult lives, including community participation and the world of work.
- Ensure learners are able to achieve self-regulation.
- Provide flexible pathways responsive to the changing needs of our learners.
- Provide access to occupational and Speech and Language therapies to support their development.
- Encourage mastery over time through revisiting topics across the curriculum.

Early Years Curriculum

Year Groups: YR1 – YR2

At Oak Tree, EYFS learning continues until the end of year 2. We recognise that our learners, in their beginning stages of special education, require to be taught pre-requisite skills ('learning to learn') to access more formal education in the future. The curriculum is play based. Early literacy, phonics and early numeracy is taught whilst focussing on learning to learn and attention skills, establishing effective communication systems and developing independent self-help skills.

At the end of Year 2, pupils will be placed within either the Forest, Emerald or Meadow Pathways, depending on the child's abilities, parental preference, and future aspiration.

KS2-3 Curriculum (YR3-YR9)

Emerald Pathway: Students on the Emerald Pathway are working considerably below their age-related expectations. Pupils access learning via a multi-modal, multi-sensory approach. Core subjects, English, Maths and Science are adapted to meet the needs of the students. Foundation subjects are followed through the Equals Semi Formal Curriculum at primary, and learning is thematic. Pupils have the opportunity to develop their self-care skills and independence. Pupils have access to specific learning approaches such as TEACCH, PACE, and multi-sensory learning tools. At secondary, students access subject specialists for lessons at part of a broad and balanced curriculum.

Forest Pathway: These learners are ready to learn more formally and follow an adapted National Curriculum, where learning is broken down into small, sequential steps and tailored to the learning needs of each pupil. At the heart of the curriculum lie the core subjects of maths, English, PSHE/SRE, Science alongside PE and IT. Learning is thematic and relevant to pupils' developmental need. Moving to KS3 specialist subject such as Food, Art, Land-based studies and life skills. Pupils prepare for their journey into Key Stage 4, including potential qualifications and routes to employment.

Meadow Pathway (YR3-YR11): - These learners present with multiple learning difficulties and / or sensory impairments. They are still learning to learn and benefit from a sensory curriculum built around their personal educational needs. The focus on this pathway is to develop the pupil's self-regulation skills, effective communication systems, relationships with others, physical development, independence, and self-help skills.

KS4 Curriculum (YR10-YR11)

Jade Pathway: These learners focus on developing their essential core skills in Literacy, Numeracy, and ICT as well as developing skills for work, life and further education through their preparation for adult life targets. Their focus is developing their independence, vocational skills, and world studies. They will also work towards external accreditation in vocational subjects.

Emerald Pathway: Students on the Emerald pathway are working towards Level 1/2 qualifications to enable them to access further study, the work of work and a level of independence suited to their individual needs. These students will choose options but will continue with core subjects English, Maths, Personal Development and careers.

Forest Pathway: These learners are working towards external accreditation in English and Maths with appropriate access arrangements. They will be able to apply their knowledge or interests to other external qualifications. Students on this pathway will take options at level 2.