

Oak Tree School Curriculum Intent

Overview

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
- Flexible pathways responsive to the changing needs of our learners.

Meadow Pathway: - 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.

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 (YR 3-9)

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, creative arts and Humanities. Phonics is taught daily, as well as daily reading sessions. Learning is thematic and relevant to pupils' developmental need. Moving to KS3 specialist subject such as Work skills, Computing, Dance, Music and Art are taught through a thematic approach. Pupils, where possible, will prepare for their journey into Key Stage 4, including potential qualifications and routes to employment.

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 the 'Oak Tree Scales' to meet the needs of the students. Foundation subjects are followed through the Equals Semi Formal Curriculum, 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.

KS4 Curriculum (YR 10-11)

Forest Pathway: These learners continually follow the national curriculum, broken down in to small sequential steps. They will work towards external accreditation GCSEs in English, Math's and Science, with appropriate access arrangements. They will be able to apply their knowledge or interests to other external qualifications including BTEC food technology, sports, horticulture, DT. to

Emerald Pathway: These learners focus on developing their essential core skills in Literacy, Numeracy, and ICT. They follow the EQUALs moving on 14+ curriculum to support their assessment for Entry 1 qualifications. Their focus is developing their independence, vocational skills, and world studies. They will also have access to ASDAN external accreditation including personal progression.

6th Form Curriculum (YR 12-14)

These learners follow a curriculum based upon Preparation for Adulthood and centered upon realistic aspirations for each individual which are regularly discussed with parents/carers and students, beginning at Year 9 Transition Review. Learners follow a personalised curriculum designed to maximise individual progress and achieve the very best outcomes at the end of their Oak Tree journey. EQUALs 14+ curriculum and personalized skills for life curriculum is continued with increased access to careers, work readiness, work-based learning, functional daily life skills, safety as a young teenager and adult in relationships in the community and online as well as appropriate accreditation or awards. The emphasis of the curriculum is Preparation for Adulthood and is the end goal for all learners.

Oak Tree School will implement its curriculum strands by:

- Teachers starting point for curriculum delivery is their knowledge of the individual learner combined with their Education, Health and Care Plan (EHCP) outcomes
- From EHCP outcomes, teachers will break down these long-term targets into granular and sequential targets outlined on individual PLIMS.
- Targets are often agreed upon in a multi-agency manner, including parents, therapists and teaching staff.
- Using an adapted form of the National Curriculum, or using well respected, peer reviewed curricula (Equals Semi Formal Curriculum)
- From year 9, there is a clear focus of preparation for adulthood, and careers-based learning
- A large proportion of the curriculum is devoted to life skills, personal skills and careers, directly linking to pupils EHCP outcomes.
- Progress across all areas of the curriculum is assessed via the school's online assessment software – Earwig
- Individual therapy plans, and therapeutic support, is integrated within the classroom provision.
- The curriculum is cyclical, with important themes revisited regularly, ensuring knowledge is stored in the long-term memory.
- Executive functioning is a key part of learning and development.
- The creative arts form an important part of the curriculum, increasing self-confidence and self-esteem.
- Teaching is multi-sensory, creative and enticing to learners.