



Policy/Procedure Name:	CURRICULUM POLICY		
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**WILLOW PARK**  
**SCHOOL**  
RUGBY

exceed  
dream  
excellence

believe  
limitless  
empowerment

independence   stimulating   nurturing   understanding   inclusive

confidence   potential

### VISION

Willow Park School, based in Rugby, is an Independent SEND (Special Educational Needs and Disability) school for primary aged children aged 5-11. Our children are referred to us from the Local Authority.

We specialise in supporting children with SEND including those with **Autism and Speech, Language and Communication needs.**

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Through our curriculum, teaching and learning opportunities, we intend to create an **inclusive, nurturing, and stimulating** educational environment where every child is empowered to unlock their **limitless** potential. We are dedicated to fostering **independence, confidence, and a love for learning**, ensuring that each child is equipped with the skills needed to thrive both academically and socially, thus enabling them to **Dream, Believe and Exceed** what otherwise might not be expected of them.

**What is Learning?**

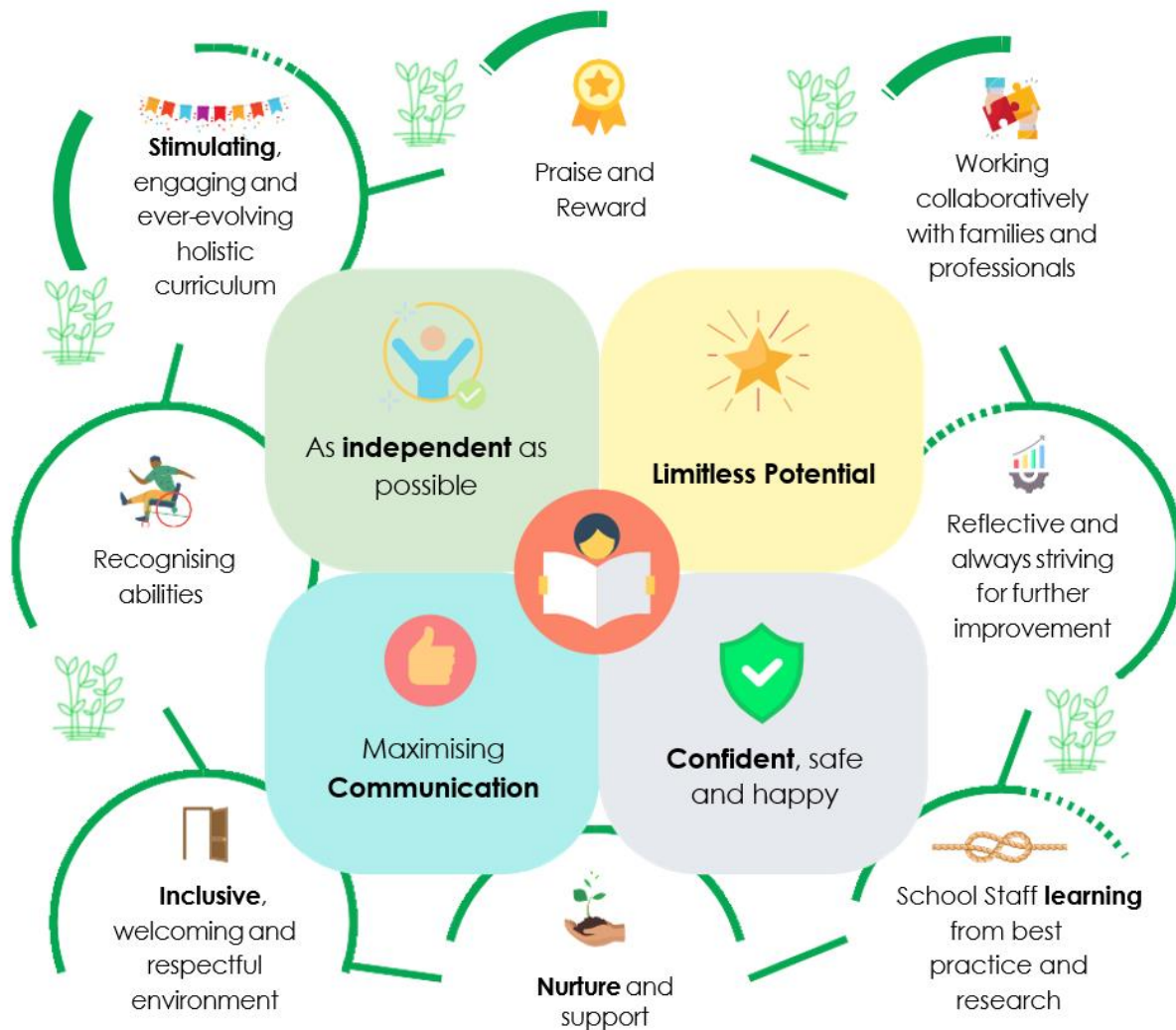
At Willow Park, learning is seen as the acquisition of knowledge, skills, attitudes and understanding. To be effective it must be enjoyable and based on widely-understood starting points, co-operation and respect. Learning is achieved through a wide range of teaching routines, strategies and activities.

We have a clear Intent for our curriculum at Willow Park and this permeates all of the work we do. Children follow a curriculum which is based on **stage (of development) rather than age.**



**Willow Park Curriculum INTENT**

Through our curriculum, teaching and learning opportunities, we intend to create an **inclusive, nurturing, and stimulating** educational environment where every child is empowered to unlock their **limitless** potential. We are dedicated to fostering **independence, confidence, and a love for learning**, ensuring that each child is equipped with the skills needed to thrive both academically and socially, thus enabling them to **Dream, Believe and Exceed** what otherwise might not be expected of them





### Willow Park Curriculum IMPLEMENTATION

We provide a tailored, holistic curriculum that meets the unique needs of each pupil. Through individualised learning plans based on their EHCPs, multidisciplinary approaches, and a supportive community, we aim to promote personal growth, academic achievement, and effective communication skills.

#### **Curriculum Goals:**

##### **1. Personalised Learning:**

- We develop individualised learning plans (ILPs) that cater to the specific needs, strengths, and interests of each child.
- We use a range of assessment tools to monitor progress and adjust learning strategies accordingly.

##### **2. Communication and Language Development:**

- We implement evidence-based speech and language therapies integrated into daily activities.
- We use alternative communication methods, such as PECS and/or AAC (Augmentative and Alternative Communication) devices, to enhance expressive and receptive communication

##### **3. Social and Emotional Well-being:**

- We create a safe, supportive, and predictable environment to reduce anxiety and encourage positive social interactions.
- We incorporate social skills training and emotional regulation strategies into the curriculum.

##### **4. Life Skills and Independence:**

- Teach practical life skills that promote independence and self-care.
- Encourage participation in activities that build resilience, adaptability, and a sense of responsibility.

##### **5. Inclusive and Engaging Environment:**

- Utilise a sensory-friendly classroom and outdoor learning space designed to meet the sensory processing needs of our pupils.
- Ensure that learning materials and resources are accessible and engaging for all pupils.

##### **6. Family and Community Partnership:**

- Engage families as active partners in their child's education, providing support and resources to reinforce learning at home.
- Collaborate with external professionals and community organisations to enrich the educational experience and support holistic development.

##### **7. Professional Development:**

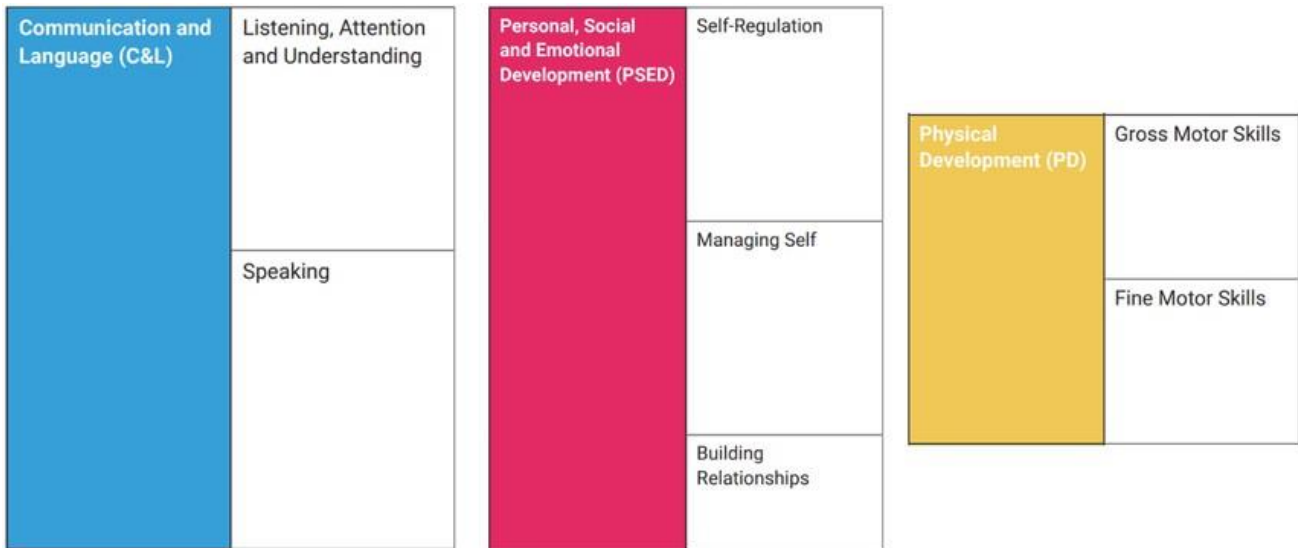
- Invest in continuous professional development for staff to stay informed of the latest research and best practices in special education.
- Foster a culture of reflective practice and collaborative learning among educators and support staff.



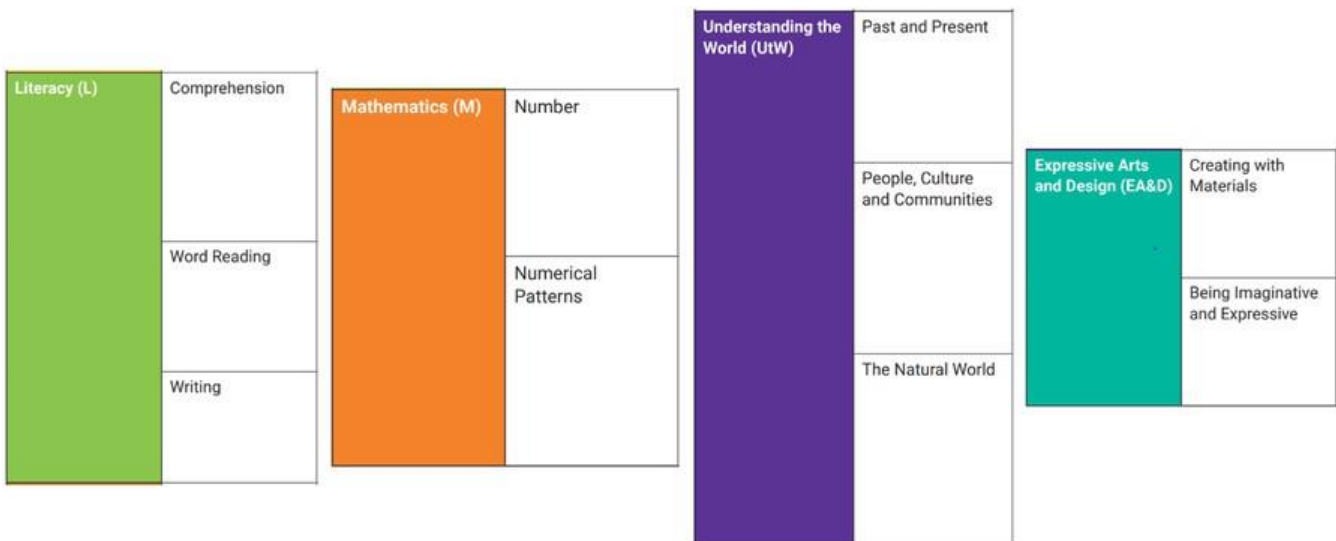
**Early Years and Foundation Stage (EYFS)**

During the EYFS, our pupils focus on developing their knowledge, skills and understanding through the three prime and four specific areas of learning and development:

**Prime Areas**



**Specific Areas**



Each learner is considered a unique individual and has a 'Learning Journey' recorded in paper files and using the online portal 'Tapestry'. Parents are partners in this journey and collaborate by including content from home ensuring a holistic picture of progress and achievement is constructed. This includes observations and photos, demonstrates the breadth of experiences and identifies examples of learning and achievement.

**An EYFS profile** (involving the child, parent and class teacher) will be completed at the end of the EYFS year in which the children are five years old, if and only if the pupil has moved beyond the Cherry Garden branch maps. Information from the profile is used to inform the class teachers about each pupil's attainment and learning needs.

In both EYFS and Key Stage 1, child-led exploration is encouraged through a highly stimulating, challenging and enabling environment. This is delivered through multi-sensory activities linked to



the half-term's theme to ensure children develop their social understanding, their learning through play, as well as communication and language skills in line with the individual aspects of the Early Learning Goals. This promotes their burgeoning understanding of their place in the world and gives them opportunities to develop mastery over their environment. Practitioners support this implementation by responding to pupil interests and guiding these.

### **Years 1 and 2**

In Years 1 and 2, the pupils may begin to follow the core primary curriculum subjects Literacy, Numeracy and Science, but only when they are ready. Planning follows the bespoke schemes of work adapted from the National Curriculum and are personalised to meet the needs of each learner. In addition to these subjects, pupils are also taught, Physical Education, Relationship and Health Education following a thematic learning journey. This ensures cross-curricular links can be made and enables deeper learning to take place.

Pupils at Willow Park to work towards objectives from EYFS, Pre-KS1 and the Engagement model. Our Schemes of Work have been written to be flexible, allowing teachers to be creative and adaptable to the individual needs of the children. Due to the needs of our particular children they may not necessarily follow the curriculum of their year group. Students will be regularly assessed at Willow Park School; and will be given an individual curriculum plan based on their needs. This can often overlap making use of different schemes across the school.

The engagement model runs alongside the Teacher assessment framework for EYFS Pre-KS1 and KS2. Students will be able to be part of the lessons but may have a focus taken directly from the engagement model framework.

### **The SENDco**

At all times, we follow procedures from the Code of Practice for the Education of Children with Special Educational Needs (2014). Mrs Preston is the school's SENDCo and all of our pupils have Education, Health and Care Plans.

### **Teaching time**

There is no statutory number of teaching hours for schools in England. We do, however, ensure that we provide enough teaching time to allow for a broad and balanced curriculum, including Literacy, mathematics, science and religious education.

As our children require 1:1 or 2:1 support at all times, the whole school day is seen as learning time for them as they interact with their environment and the adults and children around them. The figures below include registration, morning break, the lunch break and the daily assemblies.

Total (contact) teaching time per week is 30 hrs (1800 mins)

This may typically consist of:

- Reading: **150 minutes**



- Phonics: **150 minutes**
- Mark Making: **75 minutes**
- Numeracy: **150 minutes**
- SMSC: **150 minutes**
- PSHE (including Relationships & Health Education / circle time): **75 minutes**
- Topic/Theme lessons\*: **200 minutes**
- Physical Activity: **120 minutes**
- Speech, Language and Communication (typical): **150**
- Free-flow independent learning (continuous provision)<sup>1</sup>: **220 minutes**
- Other EHCP target time (typical): **240 minutes**

\* Topic lessons cover the wider curriculum beyond Numeracy and Literacy. Science is covered through these lessons. All other subjects are flexible, according to which topics/themes/subjects are being taught in a particular term, but generally average around 1 hour per week. Subjects covered will include History, Geography, Design & Technology, Music, Art, Religious Education and Citizenship within our curriculum.

<sup>1</sup> Continuous provision would refer to the opportunity for children to learn, free flow, during activities throughout the indoor and outdoor environment. At present, we do not have the requisite doors to enable the children to move freely between indoors and outdoors but our aim is to rectify that.

### **Planning**

Planning for learning and teaching is written in three stages in every area of the curriculum.

There is a standard planning format:

1. *Long Term Planning* (curriculum leader/subject leader) - skeleton schemes of work developed around half termly 'Themes';
2. *Medium Term Planning* (plans for each area of development) covering EYFS and National Curriculum Programmes of Study (objectives – as appropriate), to ensure coverage in the subject/area.
3. *Short Term Planning* - Weekly/daily plans with specific detail about learning activities.

### **Readiness to learn, and to acquire skills and knowledge - The Leuven Scale**

Our teachers' understanding of the levels of involvement and well-being is a vital tool in helping our pupils make progress. The Leuven Scale tool was developed by a team based at the Research Centre for Experiential Education (Leuven University – Belgium) under the supervision of Dr. Ferre Laevers. The tool focuses on two central indicators when planning any educational setting: 'Wellbeing' and 'Involvement'.





- **Wellbeing** refers to feeling at ease, being spontaneous and free of emotional tensions and is crucial to secure 'mental health'. Wellbeing is linked to self-confidence, a good degree of self-esteem and resilience.
- **Involvement** refers to being intensely engaged in activities and is considered to be a necessary condition for deep level learning and development.

### *Assessment of Wellbeing and Involvement*

Laevers created a 5 point scale to measure both wellbeing and involvement. If there is a lack of wellbeing and or involvement, it is likely a child's development will be threatened. The higher the levels of wellbeing and involvement we can achieve for the child, the more we can add to the child's development. When there are high levels of wellbeing and involvement, we know that deep level learning is taking place.

The evaluation starts with assessing the levels of wellbeing and involvement using the tables numbered points below.

The procedure is simple and can be compared to 'scanning': Our staff would observe the children for about two minutes to ascertain the general levels of wellbeing and involvement using the five-point scale. The observation can focus on groups of children or, more likely whilst our school is very small, can be used to focus on a particular individual. **Unless a child is operating at 4 or 5, learning will be limited.** However, children cannot peak at levels 4 or 5 all the time and levels will fluctuate throughout the day.

### Leuven Scale of Wellbeing

1. **Extremely Low** - The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn.
2. **Low** - The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3. **Moderate** - The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4. **High** - The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5. **Extremely High** - The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He / she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

### Leuven Scale of Involvement

Reference: Well-being and Involvement in Care Settings. A Process-oriented Self-evaluation Instrument, Ferre Laevers (Ed.) Research Centre for Experiential Education, Leuven University. ISBN: 978-90-77343-76-8)



### Involvement Signals:

1. **Extremely Low** - Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2. **Low** - Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3. **Moderate** - Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4. **High** - Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5. **Extremely High** - The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

### Willow Park Subject Specific Curriculum Implementation

#### Literacy

1. Communication and Language in the EYFS

The development of children's spoken language underpins all seven areas of learning and development so we place a heavy emphasis on communicating with our pupils and we ensure that we maximise the number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment. We build upon children's language by commenting on what they are interested in or doing, and echoing back what they say with new vocabulary added. We read frequently to children, and engage them actively in stories, non-fiction, rhymes and poems. We then providing them with opportunities to use and embed new words in a range of contexts. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, it is the aim that children become comfortable using a rich range of vocabulary and language structures.

#### *Aids to Communication*

Our school's communication environment ensures that specialist support is embedded in all aspects of the school day. We understand how crucial it is to empower our pupils to master a variety of means to communicate. This enables them to engage in meaningful interactions and exert choice and autonomy over their world. This is crucial to ensure each learner can be as independent as possible; from making choices about what food they would like to eat to remembering to wear a coat in cold weather.





Willow Park's communication environment draws on a wide range of resources and approaches to enrich the learning environment and ensure access is equitable for everyone.

Positive modelling using communication aids enables our children to access and understand expectations and routines, such as transitioning through the school day. These experiences aim to allow our pupils to develop self-direction and use of initiative in a positive and nurturing environment. This extends broadly to life skills, such as making healthy choices and interacting with friends. Exposure to a broad range of experiences will help our children to develop resilience in the face of unexpected challenges in a wide variety of situations.

## 2. Word Reading and Writing in the EYFS

We aim for our children to develop a life-long love of reading. As described above, to develop language comprehension, adults at Willow Park talk extensively with children about the world around them and the books (stories and non-fiction) we read with them. We also enjoy rhymes, poems and songs together. Daily **Phonics** lessons for children take place to help them acquire the necessary phonological knowledge and awareness to enable them to read and write. As the children develop their confidence, they begin to be able to decode words in books and gradually begin to transcribe and compose in writing. Skilled word reading, taught will be taught later, involving both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Many of our pupils remain at the very early stages of this learning but the aim is still high. This can appear to be a lofty and somewhat ambitious aim when pupils join us in Reception and for some pupils, they may not reach such heights. However, we believe strongly in their limitless potential to:

- read well, fluently and with good understanding
- enjoy reading for both pleasure and information
- widen their vocabulary, and understanding of grammar
- write clearly for a range of contexts, purposes and audiences



- use discussion in order to learn; they should be able to explain clearly their understanding and ideas
- be competent in the arts of speaking and listening

### Numeracy

At Willow Park, we aim for our pupils to:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

#### *Our pupils' difficulty with number*

For the 5% of learners with dyscalculia and 10% with specific learning difficulties, counting and number concepts are particularly challenging. Most of our pupils struggle with *numerosity* – the concept of how many – and *subitisation*, the ability to recognise the number of objects in a group without counting them...or indeed, with counting them.

So, at Willow Park, we teach maths using the following guiding principles:

#### *1. Keeping it real*

- We use tangible resources
- We allow pupils to touch and move manipulatives in order to cement numerosity and for learning concepts of calculation.
- We bring quantities to life in as many different shapes, orientations and sizes as possible – through, for example, glass beads, washing lines pegs or pebbles from the beach.
- Set investigative maths tasks outdoors with a counting and problem-solving element to keep numbers real.



- As pupils become more confident, we might use manipulatives to bring number sentences to life: lay them on a wipeable laminated sheet, writing the operation symbols and equals sign onto around the objects you are adding or subtracting.

### 2. *Making counting physical*

A common problem with early maths is a disconnect between reciting or singing numbers and counting accuracy: children recite numbers but don't actually connect them to the objects in front of them, either counting one object as several or 'jumping' over several objects but only counting on by one. This is frustrating for pupils who end up with one less than the correct outcome.

To avoid this, we get pupils to touch as they count and encourage them only to say the next number when they are holding the next object; this cements the connection between the number name and the principle of numerosity that is so fundamental.

### 3. *Making it multi-sensory*

[Dr Steve Chinn](#), a leading authority in the field of dyscalculia, cites 'retaining facts and procedures in long-term memory' as one of the biggest problems for dyscalculics and other SEND learners. To counter this, we make tasks as multi-sensory as possible by, for example, encouraging pupils to trace number shapes in the air or on tables while saying their names out loud or tracing mystery numbers on each other's backs and guessing which number it is.

'SUPPORTING LEARNERS WITH SEND IN MATHEMATICS – a practical guide' (London South Teaching School Alliance, 2023) helps us to understand the factors which are crucial in ensuring pupils have the best opportunities to learn and make progress in maths. We therefore ensure that we:

- Think about each pupil as an individual
- Plan sequences of lesson carefully to gradually introduce concepts
- Break lessons into short chunks
- Plan talk carefully
- Ensure teaching assistants focus on learning and not task completion
- Make careful use of manipulatives and concrete resources
- Display multiple representations to support conceptual understanding
- Build confidence and remove scaffolds gradually



## Understanding the World

The 'Understanding the World' area of the EYFS Curriculum is introduced indirectly through activities that encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them. As the children progress to KS1, they will continue their exploration and understanding of the world through Science and Computing.

### *Science*

During their first years at school our children will explore creatures, people, plants and objects in their natural environments. They will observe and manipulate objects and materials to identify differences and similarities. They will also learn to use their senses, feeling dough or listening to sounds in the environment, such as sirens or farm animals. They will make observations of animals and plants and explain why some things occur and talk about changes. As they become more confident, children are encouraged to ask questions about why things happen and how things work. They might do activities such as increasing the incline of a slope to observe how fast a vehicle or water travels, or opening a mechanical toy to see how it works. Children will also be asked questions about what they think will happen to help them communicate, plan, investigate, record and evaluate findings.

### *Computing*

EYFS Area of learning and development	Aspect	Examples of ICT use
Personal, Social and Emotional Development	Making relationships	<ul style="list-style-type: none"> <li>Children working together to move a mechanical toy</li> <li>Using simple ICT programmes or resources to communicate with each other, eg walkie-talkies</li> </ul>
	Self-confidence and self-awareness	<ul style="list-style-type: none"> <li>Increased self-confidence as their ICT skills develop</li> <li>Provide ICT resources that allow the child to make choices</li> </ul>
	Managing feelings and behaviour	<ul style="list-style-type: none"> <li>Support if children become frustrated when the technology does not respond how they want it to</li> <li>Using cameras with the children to capture feelings</li> </ul>
Physical Development	Moving and handling	<ul style="list-style-type: none"> <li>Fine motor skills develop to use control pads and keyboards</li> </ul>
	Health and self-care	Children learning the balance between playing with a mechanical toy and being sedentary, and spending time being physical outdoors
Communication and Language	Listening and attention	Listening to instructions on how the resource works
	Understanding	Being able to follow the instructions
	Speaking	Explaining what they can see happening



### *Religious Education*

At Willow Park, children are taught about religions and belief systems in order to engender respect for other people and protected characteristics.

### *History and Geography*

These two areas of learning are introduced when the children are ready in KS1. Readiness for learning about history, for example, will be determined by the extent to which the children have developed a conscious awareness of the present world.

## **Personal, Social and Emotional Development** (including PSHE)

### *1. Relationships & Health Education*

The focus of our Relationships education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about:

- what a relationship is
- what friendship is,
- what family means and who the people are who can support them.

Pupils are taught how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Children are taught about **personal space and boundaries**, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical and other, contact – these are the forerunners of teaching about 'consent', which takes place at secondary school.

Teachers at Willow Park talk explicitly about the features of **healthy friendships**, family relationships and other relationships which the children are likely to encounter, enabling the pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. Staff model positive pupil-staff relationships at all times.

We teach children about **families** sensitively through our knowledge of pupils and their circumstances (i.e we recognise that families of many forms provide a nurturing environment for children). We also take great care to ensure that there is no stigmatisation of children based on their home circumstances and needs because, for example, some children may have a different structure of support around them; e.g. looked after children or young carers.

The principles of positive relationships also apply **online** especially as most of our pupils will begin to use the internet at home. Teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives.

Pupils are taught the knowledge they need to recognise and to report abuse. This can be as simple as them feeling comfortable to find an adult and let them know if somebody or something is upsetting them. Staff at Willow Park need to be aware that the way in which this is



communicated by pupils may be through dysregulated behaviour and, in some cases, not through the spoken word.

### **Parents' right to withdraw**

Parents **do not** have the right to withdraw their children from relationships education.

## *2. Mental Health and Well-being*

At Willow Park, we treat the mental health and well-being of both staff and pupils as our main priority. We aim to:

- Promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to pupils suffering mental ill health and their peers and parents or carers

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms. Pupils are taught about mental health and well-being through assemblies and classroom discussions regularly throughout the school year.

## *3. Self-Regulation and Co-Regulation*

The most important aspects of pupils' personal, social and emotional development is co-regulation, which aims to lead to self-regulation.

- We explicitly teach about emotions - what they feel like, how our bodies might react, what might cause them, and what they are called. By teaching these skills explicitly, the children begin to be able to identify the emotions they are feeling. Explicit teaching should always take place when the child or young person is in a calm state.
- We explicitly teach and discuss strategies that work for each individual. Again, this should be done while the child or young person is calm and alert. We may provide visuals showing suggested strategies, and ask them to choose some that they would like to try. Pupils one-page profiles indicate which strategies may be effective and staff keep any items, such as fidget toys, soft toys, blankets, tents, music, headphones and time out cards on hand to be used when needed.
- As our learners are at an early stage of developing these skills, co-regulation is important – we can't expect them to be able to independently use strategies to regulate. Staff can





name the emotion, and suggest the strategy themselves - 'I can see you're feeling upset, how about relaxing in the calm corner for a little while, shall we listen to some music?'

- Our staff are consistent.

#### 4. *Spiritual, Moral, Social and Cultural education, and Education for Citizenship*

A wide range of themes are covered each week with a spiritual, moral, social, cultural or citizenship focus. Children are also given many experiences in school, which extend their understanding and development in these areas. Many of these experiences are developed through our Assemblies.

### **Creative Arts and Design**

Creative Arts and Design are used to develop a children's imagination, creativity and their ability to use media and materials. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design. All these approaches to expressive arts help children to represent and understand their own feelings and ideas.

### **Physical Development**

Physical development at Willow Park is delivered through a holistic approach, meaning that almost all areas learning and development offer opportunities for children to make progress physically.

#### 1. Physical Development and Literacy

Some of our children will need to develop their core before being able to mark-make so physical activity designed to improve this Crawling gives very young children the upper body strength and cross-lateral movement they'll need to write and scan from one side of the page to the other to read.

- Large gross motor physical movements from the shoulder, such as throwing and painting on a large, vertical surface, help develop the control and stamina needed in the upper arm to write.
- To be able to write across a page, children need to be able to cross their mid-point, which is developed through physical games using alternate hands.
- Fine motor skills are necessary to hold a pencil and proprioception skills are needed to ensure that pencil pressure is not too hard or too soft.

#### 2. Physical Development through Personal, social, emotional achievement

Most children naturally try to do more and more physically. When they achieve something like climbing the steps of the slide all by themselves or balancing on an obstacle course, they gain self-confidence.



- The mastery of fine motor skills in self-care, such as doing up a zip or putting on boots, not only gives confidence, but also a feeling of independence and a mastery disposition.
- Children's social development is likely to revolve around what they can do physically – for example, the children who can confidently climb the equipment in the outside learning area, or those able to put together the train track and manipulate the trains.

### 3. Physical Development through Expressive Arts & Design

There are many fine motor skills required for craft activities, from rolling out playdough to using a glue stick and scissors. However, EAD is also about dance, song and drama. These activities include a range of physical development skills, such as gross motor skills, coordination and confident movement. For example, if the children are singing along to a song in assembly, they may be given opportunities to move to the music but will also be learning how to do this without bumping into each other, all at the same time.

### 4. Sensory Development

Physical development is not only about movement, but also includes sensory development and integration. Being able to integrate all the senses means children can understand the world around them. This relies on real-life experiences (which we provide, for example, in our Sensology sessions) such as having real apples in the classroom for their smell, taste, texture and look, or having a range of textured floor tiles to feel and crawl over.

### 5. Physical Development and Cognitive skills

There is a connection between movement play and better cognitive outcomes, due to the integration of all the sense systems when moving. Spinning on the spot, running, rocking and crawling all need the senses (sight, vestibular, proprioception) to coordinate, plan the action, execute and receive feedback. This complex system helps the brain to regulate and understand sensory input, which is good for cognitive function. In addition, the extra blood flow provides more oxygen to the brain, helping to keep it healthy.

### 6. Speech & communication

Lots of our focus is on singing along to songs in the classroom. To be able to speak clearly, our children need good physical development of the jaw, facial muscles, tongue and so on. Communication is also partly 'body language', so we work hard to help the children to be aware of their own body as it has such an important role to play in making themselves understood.

### 7. Active maths

Physical skills have much to contribute to children's growing understanding of number, shapes and more...

- Whole body movements create knowledge of spatial awareness and positional language (in, on, under, behind)
- Using the whole body to count, e.g. hopscotch or jumping between stepping stones, helps embed a knowledge of numbers



- Using fingers to count with gives a concrete context to abstract numbers as well as the sensory feedback
- Block play as a way of developing both fine and gross motor skills helps children to learn about 3D shapes, weight, size, volume and distances
- Dance and music-based physical movement helps children become aware of rhythm and beats, both of which help with the repeat 'rhythms' of mathematics

### **Environmental Education**

Pupils are taught to have respect for the environment through various opportunities linked to outdoor learning activities.

### **Enrichment**

We use visits and visitors to enhance the learners' curriculum. These are planned around topic themes.

### **Effective Deployment of Support Staff**

*Classroom Support (Higher Level Teaching Assistants - HLTA)*

We intend to employ Higher Level Teaching Assistants who are able to provide short term cover in the absence of teachers. In such cases, the HLTA will be following the planning of the class teacher (whilst making appropriate adaptations).

*Classroom Support (Teaching Assistants)*

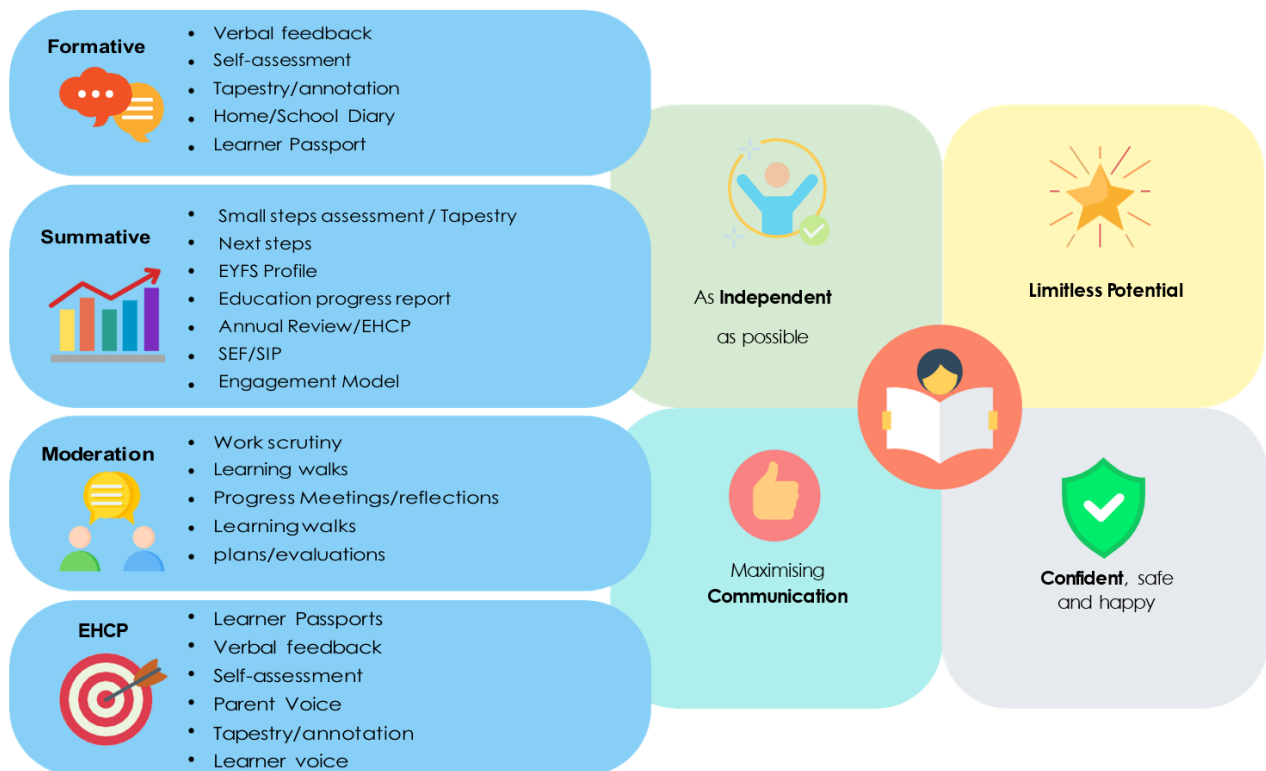
Teaching Assistants are deployed to meet the learning and EHCP needs of individuals– the allocation of this time should be based around the requirements identified in the child's EHCP. The aim of our use of support staff is to maximise the impact upon learning. All pupils in our school receive 1:1 adult support, for much of the day, to enable them to access the curriculum alongside their peers.

### **IMPACT of the curriculum at Willow Park**

By adhering to the Intent and Implementation, we aim to develop confident, communicative, and independent individuals who are prepared for the next stage of their education and life. Our pupils will leave our school with a strong sense of self-worth, the ability to form meaningful relationships, and the skills necessary to navigate and contribute to the world around them.



## Measuring Impact



### Moderation

Learner progress is assessed using the bespoke small steps baselines. These provide a forum for structured professional reflection around progress and achievement in Maths, English, Communication and SEMH.

Moderation is conducted through peer review, learning walks and work scrutiny in a collaborative, open to learn and evidence informed approach. The long-term intention is for moderation to also be carried out with local special schools.

### Education, Health and Care Plan & Learner Passports

EHCPs and Learner Passports/One Page Profiles are married together to create the foundation of personalised learning. These reflect the learning pathway a pupil is following and include SMART targets and structured implementation plans. Targets are drawn from Section B 'Areas of Need' and Section E 'Outcomes' outlined in each child's Education, Health and Care Plan in agreement with all stake holders.

Targets are tracked weekly and progress towards these is summarised each term. These form part of the holistic picture of the impact on pupil progress and achievement. Pupil voice is a fundamental part of the EHCP and is captured through a variety of means to reflect each individual learner's wants, needs, interests and aspirations.



Parents receive copies of the Learner Passport/one page profile to support consistency between school and home and reinforce learning in both settings. It is used as a key tool to develop a strong partnership between children, teachers and parents.

As well as targets from the EHCPs, the learner passports include next steps for learning in Numeracy and Literacy to provide clear information on what the learner is working towards next in their academic journey.

### **The Engagement Model**

As children move beyond EYFS in terms of age but are not yet meeting the ELGs or ready for the National Curriculum, they will spend time on a Non-Subject-Specific (NSS) pathway and will work on early developmental skills, with qualitative statements explaining how they are learning in each of the 5 lenses of engagement of the Engagement Model.

- exploration
- realisation
- anticipation
- persistence
- initiation

### **Complaints about the curriculum**

If anyone wishes to make a complaint about the curriculum at Willow Park, they should refer to the school's complaints policy which can be found on the school website.

### **Equality Statement**

At Willow Park School, we actively seek to encourage equity and equality through our teaching and our employment practices. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- age
- disability
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation



The use of stereotypes under any of the above headings will always be challenged.

### **Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation (e.g. see Leuven Scale) so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations for and of all children.