



Wren Spinney School

Curriculum Statement



About this document:

At Wren Spinney, we aim to provide a developmental, relevant life skills curriculum, tailored to meet individual needs. We wish to enable students to access and interact positively with the world outside school, developing social and independence skills and equipping them to cope with future adult opportunities. Wren Spinney is committed to providing the best learning opportunities, including access to community resources and learning programmes that link classroom learning to life skills. We believe all children learn best from first-hand experiences.

Purpose

- To provide a high-quality provision that meets the individual needs of the students.
- Building relationships which enable the learning of skills for life.

Complied by: Mike Tebbutt	Date: January 2025
Committee:	Date agreed by Trustees:
Review Cycle: 2 Years	Review Date: January 2027

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Wellbeing in our Trust

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs

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Wren Spinney Vision & Values

Educating for the future; Step by step

To provide a high-quality provision that meets the needs of individual students.

Building relationships which enable the learning of skills for life.



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Wren Spinney Offer

Wren Spinney School caters for 80 pupils aged 11-18 years and is part of the Creating Tomorrow Trust.

The pupils at Wren Spinney School have:

- Cognition and Learning Needs
 - Severe Learning Disabilities (SLD)
 - Profound Multiple Learning Disabilities (PMLD)

They may also have:

- Communication and Interaction Needs
 - Autistic Spectrum Disorder
 - Speech, Language and Communication Need
- Sensory and/or Physical Needs
 - Cerebral Palsy
 - Hearing Impairment
 - Multi-Sensory Impairment
 - Physical Disability
 - Vision Impairment

Admission Criteria and Arrangements:

- All pupils will have an Education, Health and Care Plan (EHC) Plan. The Local Authority will have identified their needs as requiring placement at Wren Spinney School.
- The Local Authority will determine admission to the school. It will consider parental preference and consult with the governing body and headteacher. It will follow the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015).
- Placements are made throughout the year, although most occur at the start of the academic year.
- Staff will liaise with any previous or future education settings to enable a smooth transition.

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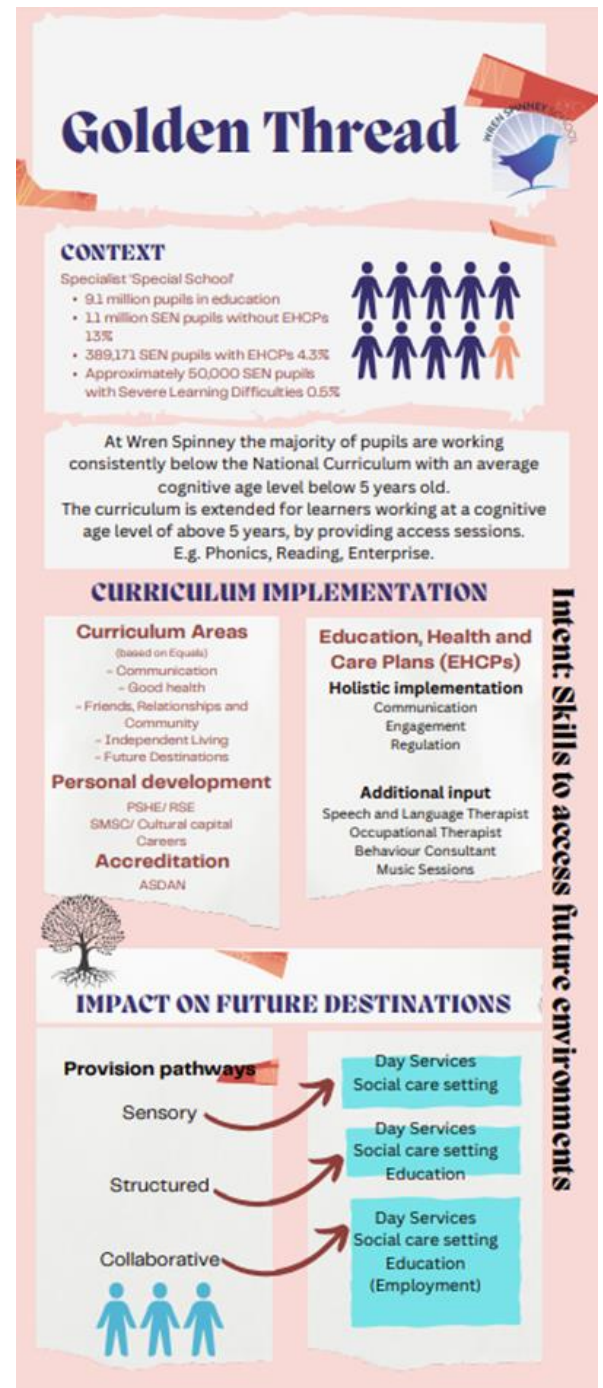
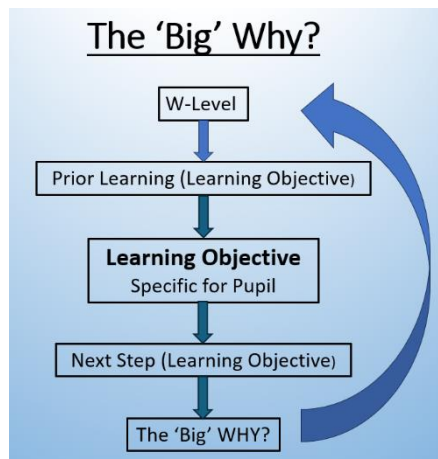
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Pupils who attend Wren Spinney have PMLD or Severe Learning difficulties, which with other associated diagnosis lead to a variety of complex needs (please refer to Wren Spinney Offer).

The Golden Thread for Wren Spinney school shows that the destinations the pupils go to are mainly social care based, this means that the skills and aspirations for our pupils are focussed to tie in with what these settings offer. We know the starting point of the pupils via our cognitive assessment called the W-Levels.

Then the 'Big' Why? Considers the pupils' destinations and their relative starting point, which then leads to the curriculum that we deliver. This means that our curriculum is different...

- **Baselining** using W-Levels
- No discrete English & Maths within Curriculum (or traditional subjects)
- Sensory Provision are Pre-formal and Informal learners; cognitive working age between (W1-W6) 0 – 26 months
- Structured Provision are Informal learners; cognitive working age between (W1 – W8) 0 – 36 months
- Collaborative Provision are Semi-Formal learners; cognitive working age between (W1 – W15) 0 – 60 months



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We don't offer conventional maths and English lessons. Instead, our students learn essential English (Communication) and maths skills within the framework of our curriculum, tailored to their individual cognitive levels.

- We have an 'Equals' based curriculum, which we deliver alongside the 'Wren offer' and ASDAN (when applicable).
- Ipsative assessment – assessment is for the pupil individually.
- **Destinations** (The 'Big' Why?)

We acknowledge that learning takes place in a variety of environments within our school and in the wider community. For example, specialist areas in school such as the sensory room, food technology room, outside areas, local community sports and leisure facilities and the wider community.

The learning environments and resources reflect the needs of the student groups and from necessity will vary in their structural organisation, presentation and locations.

The delivery of the curriculum is based on Communication and the 4 areas of Preparing for Adulthood (PfA) and is intertwined with the pupil's EHCP Outcomes. There is a focus on:

- Communication, regulation and engagement - PLAY
- Lateral not Linear Learning (pupils can be working at a 3-year-old level, but do not learn like a neuro-typical 3 year old)
- Learning at the pupils' level - unlike a mainstream curriculum (or SaLT) we cannot work with presumed competence. I.e. we must work at the level the child is at and not the next step ahead
- The importance of processes & routines and repetition.

Wren Spinney is split into 3 Provisions: **SENSORY, STRUCTURED AND COLLABORATIVE**

Delivery is Provision specific, and each provision has:

- A curriculum Intent
- Pupil Led Long Term Plans
- Curriculum Linkage
- Medium Term Plans
- Short Term Plans

Assessment leads us to knowing the pupils next steps and thus provides Pupil-Led sequencing to our curriculum by what the pupil needs to know next. The table below shows the overarching assessment methods used.

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Assessment → Sequencing

SENSORY

- EHCPs (in Evidence for Learning)
- Speech and Language Targets
- Pen Portraits (previous learning)
- Engagement Model
- Routes for Learning
- ASDAN Tracker

STRUCTURED

- EHCPs (in Evidence for Learning)
- Speech and Language Targets
- Pen Portraits (previous learning)
- Engagement Model
- Task Analysis
- ASAP (Play)
- Attention Autism Targets
- ASDAN Tracker

COLLABORATIVE

- EHCPs
- Individual Learning Objectives
- ASDAN Tracker
- Compass +
- RSE Framework

The following **Quality Assurance** takes place at Wren Spinney:

- Internal Moderation
- External Input
- Planning Collaboration & Reflection
- Pupil Progress – Whole Class
- Pupil Progress – Individual Pupil
- Learning Walks
- Self-Videos

Other documents that support this policy include:

- Teaching & Learning Policy
- Curriculum Policy
- Communication policy
- Careers (Post 16) Curriculum Intent Statement