




Baytree School

Curriculum Policy

Mandatory/Non-Mandatory	Mandatory
Model Policy	
Annual/Bi-Annual	Annual
Date Ratified by FGB	12 th March 2025
Signed: R Collard (Chair of Governing Board)	
Next Review Due	March 2026

At Baytree School we have high aspirations and expectations for all our learners.

Our Curriculum

The intent of the Baytree School curriculum is to enable all learners to be active in their learning, develop independence and a means to effectively communicate their needs, wants and wishes. Our curriculum strives to ensure all learners have the necessary skills and learning needed for their personalised next steps beyond Baytree School. All Learners at Baytree School receive a tailored and personalised curriculum which is motivating, challenging and ensures all are developing the next steps on their learning journey.

Learning is delivered through learners EHCP outcomes via a broad, balanced, sequential and progressive curriculum which is based on a child-centred approach which enables every learner to be inspired, motivated, enjoy learning, make progress and achieve. Through personalising the curriculum for every learner, we aim for all to acquire the knowledge, understanding and skills appropriate for their next best step.

Our curriculum is focused on meeting the needs of each learner and we achieve this by working in partnership with multi-professionals, families and each individual learner to co-produce ambitious medium and long term outcomes which are detailed within an individual learners EHCP. It is these outcomes that shape each of our learners personalised curriculums.

In addition to our Golden Threads of **Independence and Communication** all areas of learning in the curriculum are fundamental to learner's development to enable them to reach their potential.

Topic areas offer breadth, balance and a wide range of opportunities and further enable learning in the core areas of independence and communication. It is through the topic areas that we develop cultural capital, supporting children to learn creatively and gather skills and experiences they need to share knowledge and achievements in the wider world. Topics are planned and delivered on a half-termly basis; schemes of work are developed and reviewed by EHCP/Subject leads to ensure they meet the needs of all our learners. Teachers plan relevant, motivating and challenging learning opportunities and use topics as vehicles for learning which provide motivating, engaging and stimulating contexts.

The learning priorities will change as learners move through the school but developing **communication and independence** skills remain paramount for all. Each learner's priorities for learning will be drawn from EHCP targets which provide key 'end points' in terms of what learners will be able to know and do as a result of effective pedagogy and the curriculum offer.

We recognise that our learners don't necessarily follow a typical developmental pathway. Our curriculum provides a framework which can support those who learn in both a 'typical' and an 'atypical' manner, often the same learner at different times or in different contexts. Maximising our learners learning ~~their ability to connect and apply new and existing knowledge and understanding – relies upon staff~~ who have an understanding of both the impact of SEND upon learning and the specialist pedagogies which can be utilised to mitigate this as far as possible. We aim to combine this expertise with our curriculum to create individualised learning pathways that represent a logical progression for each individual learner.

From the earliest years onwards, learners are immersed in a total communication environment experiencing a wide range of communication methods and are supported in developing their main mode of communication. Alongside these learners are taught self-help and social skills and are provided with the necessary behaviour support strategies to work, play and interact with others.

Our **Early Years Curriculum** focus is on developing a learner's self-awareness, self-help skills, social interaction and communication skills through a play-based curriculum that encourages learning through exploration and immersive experiences.

This equips our learners with the necessary skills needed to transition into our **'middle years' department** where outdoor learning is a key part of our curriculum. It allows the learners to connect, explore and experience the world around them and transfer and apply their learning to 'real life' out in the community. Our curriculum ensures continuity and progression giving learners depth of learning as they progress through Baytree School.

The secondary curriculum models place a greater emphasis on developing specialist interests and building community links, moving towards preparing for adulthood. The focus is on continued

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Our curriculum has been carefully designed in such a way that it allows a bespoke and personalised approach to suit all our learners individual learning styles and pace.

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Commented [KL3]: This relies heavily upon knowledgeable staff

Commented [KL4]: Baytree School curriculum is overseen by Whole School Department leads who support and oversee subject lead areas. This ensures the curriculum is maintained developed and progressed.

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progress for learners whilst supporting them through the emotional and physical changes associated with adolescence and growth.

This is extended further in **Key Stage 4/5** when the curriculum focuses on extending independence, access and autonomy, building on learner's strengths and interests with relevant, personalised and ambitious accredited learning through AQA awards and Duke of Edinburgh awards.

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The curriculum celebrates learner's achievements whilst broadening experiences and deepening learning to ensure learners gain the necessary skills for their planned next step beyond Baytree School.

Baytree Early Years Curriculum (EYFS/KS1) – Play and Exploration:

Communication and language development
Physical development
Personal social and emotional development
Literacy/Phonics
Maths
Understanding the world
Expressive arts and design
Play based curriculum
Outdoor curriculum

Baytree Middle School Curriculum (KS2/3) – Outdoor and Creative Learning

Literacy/Phonics
Maths
PSHE
PE
RE/SMSC
Science
Topic: Art/Music/Humanities
Outdoor curriculum – ~~Forest School~~
Play and leisure
Employer encounters/visits

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Baytree Upper School Curriculum (KS3/4) – Functional Skills and Preparing for Adulthood

Literacy/Phonics
Maths
PSHE
PE
RE/SMSC
Science
Topic: Art/Music/Humanities
Leisure
Outdoor curriculum: Duke of Edinburgh Bronze award
Careers: employer encounters, work place visits, Work experience
Enterprise
Independent living skills

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Baytree Post 16 Department Curriculum – Functional Skill and Preparing for Adulthood

Employability, Independent living, Good health, Community participation
Functional English and Maths: EQUALS
PE

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PSHE
College link
Careers: work experience, employer encounters, work place visits, careers advisor
Independent living skills
Future planning
Travel training
AQA accreditation
Outdoor curriculum – leisure in the community
Duke Of Edinburgh - Bronze and Silver Awards

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Teaching and Learning is presented through a mix of sensory and/or subject specific lessons which are the core subjects, cross curricular sessions which include the foundation subjects and real-life experiences. Enrichment days are used as part of the RE and SMSC programme and invite pupils to fully experience a different faith or culture. Pupils benefit from this "immersion" rather than a "drip feed" approach.

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The SMSC curriculum intends to develop learners **Spiritual, Moral, Social and Cultural** development and understanding, in a way that provides meaningful, accessible and purposeful learning opportunities and experiences for all. At Baytree School we aim to develop learner's understanding and appreciation of diversity.

At Baytree School our curriculum is based upon the Discovery RE schemes of work which is reflective of the syllabus, 'Awareness, Mystery and Value' which is followed by all North Somerset schools. The aim of the Religious Education Curriculum is to provide all learners with the knowledge, critical thinking skills, open minded and respectful attitude with which to investigate the world of religion and beliefs, and make their own decisions about what this means to them, whilst empathising what it means to those who hold those beliefs. It also aims to enable learners to grow spiritually by developing their awareness and skills of reflection, their experience of awe and wonder and their appreciation of stillness and silence.

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The RE curriculum makes a unique contribution to the spiritual, moral, social and cultural development of learners and supports wider community cohesion. Religion and belief for many people forms a crucial part of their culture and identity. Our curriculum aims to reflect and celebrate our learner's cultural heritage in order for them to develop a positive sense of their own beliefs and identity.

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As well as exploring their own personal values and morals we also explore modules that cover Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. Christianity is taught in every year group, with Christmas and Easter given fresh treatment each year, developing learning in a progressive way.

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The Baytree School environment allows the curriculum to be delivered in many different places, including hydrotherapy pool, soft play area, sensory rooms, immersion room, therapy spaces, food technology room, music room, outside play areas, school flat, life skills room and within the local environment. Learning is enriched and reinforced by educational visits into the community, including the school flat where life skills and independence are fostered.

Learners with sensory processing difficulties are offered support to ensure they are 'ready to learn'. Many learners respond differently to ordinary sensory experiences and this may have a huge impact on their learning.

Learners who need support in one or more of the sensory areas: tactile, auditory, olfactory, taste, proprioception, vestibular and visual, are identified and offered therapeutic support through a wide range of activities and strategies throughout their school day in the classroom, playground,

sensory den, sensory room and other environments. (Bespoke personal sensory diets will be put in place under the guidance of the sensory processing occupational therapist.)

Working alongside other professionals

Class teams work very closely with other professionals including Physiotherapists, Speech and Language Therapists, Occupational Therapists, sensory processing OT’s etc. Class teams will seek their advice and support to enhance learners’ learning and also carry out any personalised programmes they have devised for individual pupils alongside the curriculum.

~~Subject learning will be supported by a number of themed experiences. These are designed to ensure that our curriculum content remains relevant, exciting and engaging. We organise a related week or activity for each theme throughout the year, providing an opportunity to introduce and consolidate learning. This curricular enrichment is also designed to provide pupils with new experiences and the opportunity to develop new interests. There are opportunities for more in depth learning for our subject specific learners.~~

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Please read alongside other key curriculum documents

- Teaching & Learning Policy
- Behaviour Teaching Policy
- Assessment, Recording and Reporting Policy
- 14 – 19 curriculum

Policy Review

This policy will be reviewed in line with the schedule available from the Clerk to the Governors.

<u>Reviewed by FGB:</u> 24 th March 2021	<u>Reviewed by FGB:</u> 30 th March 2022	<u>Reviewed by FGB:</u> 15 th March 2023	<u>Reviewed by FGB:</u> 13 th March 2024	<u>Reviewed by FGB:</u> 12 th March 2025
<u>Next Review due:</u> March 2022	<u>Next Review due:</u> March 2023	<u>Next Review due:</u> March 2024	<u>Next Review due:</u> March 2025	<u>Next Review due:</u> March 2026