



Kestrel House Nest to Flight Curriculum

Now is the time to come together to ensure that all our learners can succeed in school and beyond. Our learner's success will depend on our working together to build learning pathways that equip children in every community in the country to thrive in our rapidly changing world. Our learning landscape changed considerably to meet the demands and be mindful of the needs of our learning community and their families.

The Kestrel House **Curriculum Intent** has an overarching theme of nurturing learning through exposure, exploration, inquiry, thinking differently, and engaging in a wealth of meaningful experiences. Learners at Kestrel House are unique, in that they join our school with a wide scope of needs that need a very different and bespoke approach. The curriculum is based on 8 primary areas of learning and this drive how we plan, implement and measure the progress and outcomes of the learners.

At KHS learners can access the curriculum through three different personalised approaches, these are:

Expose, Explore and Enquire.

Learners learning through the '**Expose**' approach are supported to access the engagement model which covers the following five areas: exploration, realisation, anticipation, persistence, and initiation.

Learners who are learning through the '**Explore**' approach are supported to develop their attention and listening skills, develop play skills with adults and peers and expand their understanding and use of language. Sensory and self-regulation, understanding their feelings.

We expect children who are learning through the '**Enquire**' approach will be able to demonstrate much greater independence at school. These learners will access individualised and universal learning and therapeutic experiences. They may be more readily able to offer greater awareness, and autonomy when interacting with their learning or therapy. They will also be working on developing their repertoire of social and leisure-based interests as well as honing important self-directed learning and organisational skills.

There is complete flexibility between the model, and we know that as their learning needs change the curriculum will also need to adjust to those changes.

- **Numeracy**
- **Literacy**
- **Science and Investigation**
- **PSHE/Life Skills/SMSC**
- **Creative and Expressive Arts – My Creativity**
- **Communication and Regulation– Having my say..... (SCERTS)**
- **Physical Wellbeing.....(OT)**

- **Life Skills and Independence (OT)**

We have carefully considered our more complex learners and have introduced the Engagement Model.

Our Wellbeing Team has been key to the creation of the curriculum. The school recognizes that in order for our children and young people to make progress then there needs to be more emphasis on therapeutic intervention. Our curriculum responds to this need and holds the curriculum delivery whilst driving impact.

The SCERTS approach is therefore our schoolwide investment. It holds the EHCP and drives the delivery foci.

We recognize that pupils in our autism-specific classes need a wider-reaching curriculum that enables them to work on the skills, connected to a clearer understanding of non-verbal and verbal communication, social understanding and social behaviour, understanding and controlling their own emotions and thinking and behaving flexibly. Our aim is to use SCERTS to help provide the best possible provision for pupils who are taught in autism-specific classrooms. SCERTS is to be used as a framework that enables a range of interventions to be used in a holistic approach to autism (e.g. PECS, Intensive Interaction, Sensory Diets, etc.) SCERTS will be delivered within aspects of the Kestrel Nest to Flight Curriculum as identified by our Core Curriculum Leaders. As our learners begin to take their flight successfully through the curriculum, they will be able to more fully access other curriculum areas. Joining the learners on their journey will be their families and carer community. The SCERTS programme will be used in cooperation with our families, SaLT, Occupational Therapist and our wider community to enrich the learning and give them meaningful learning opportunities.

The learners define the curriculum and therefore it is constantly being reshaped, redefined and refined to meet their needs. It feels right, that now is the time to introduce something new to Kestrel House which I believe will give a wealth of learning opportunities and new experiences for every learner. The school ethos of **'Thinking and Learning Differently'** will challenge every member of the Kestrel House Community to have different attitudes and values around Special Needs Education. We want our learners to be curious, adventurous, confident, and reflective and use their communication skills to develop their independence. We want them to have a voice and to be heard.

Our curriculum is key to strengthening the work that we do with our families and the communities in which they live. We endeavour to educate the learners and school community so that they will develop transferrable skills and nurture the whole child. Developing communication is fundamental to our pupils' futures, and our specialism in Communication and Interaction reflects this and underpins every aspect of our curriculum. The curriculum embraces all communication development strategies with a particular emphasis on Intensive Interaction for those pupils at very early developmental levels.

Our curriculum **Implementation** will stem from shared thinking with the Wellbeing Team and class community collaboration combined with each learner's EHCP defines the beginning of the process. The process is reflective and challenges our leadership and management, the quality of teaching and learning, dialogues across the phases, and most importantly the entitlement of every child. All learners will follow the same curriculum theme to create a whole school learning identity, however, the personalized learning maps shape what the learning will look like for each child.

Their personalised targets ensure every child is working towards achieving the outcomes in their personalised Education Health and Care Plan. Their targets are developed through a curriculum that reflects the learner's age, developmental, readiness and individual needs. Whatever their uniqueness we want to nurture their personalities, support them in developing positive relationships, deliver quality education in engaging and stimulating environments and plan rigorously for their learning and development.

It ensures that at all points, the learning will always dovetail from the EHCP outcomes and learning targets. It will also mean that as a school, we can begin to quality assure the additional Wellbeing Therapy and family resource input, to identify, moderate and evaluate what the learning should look like and how progress and achievement can be maximized. The Wellbeing Team support is inclusive of Speech and Language, Occupational and Music therapy and now Thrive practice. As a team, they collaborate with class community leads to create personalized learning targets and the next steps at the start of each term. As a community, they begin to connect their input to class-based learning through shared Long-Term Curriculum Planning.

Educational visits, immersion days and outdoor learning are at the heart of our thematic, enriched curriculum, we believe these first-hand experiences equip our children with lifelong memories that enhance and embed their learning and real-life meaningful experiences.

From Nest to Flight Independence Framework

Structure of the day:

Class timetables are constructed around the principles, that learning is about transferrable skills and therefore every moment is a learning opportunity and that these opportunities have a sharper focus on the 4 areas of need:

- Cognition and learning
- Physical and Sensory
- Social Emotional and Mental Health
- Communication and Interaction
- Personal, Social Health Education
- Life Skills

Deeper Learning:

Our learners learn through exploration and sensory interaction. Throughout the day they develop their communication skills using PECs, Makaton, within the classroom. The learning themes take on different guises across the school and as a community we see transferable skills shared throughout the day. As a community we plan together, we revise our plans together and celebrate the small steps of success. Learners begin to engage in and understand themes at a deeper level as themes become fully embedded through learning opportunities beyond the classroom through community learning.

With there being a real focus on **British Values** underpinning what we deliver to our learners, and whilst embedding learning into meaningful contexts that will build upon each other as children progress through school, we are able to ensure that:

The curriculum is enriched, the learning comes to life and as a school we begin to 'Think and Learn Differently'.

We are all on a learning journey together and because of this, our staff continually reflect on the **'Impact'** of our teaching through the progress over time of our learners, school surveys, school community professional dialogues, learning walks and data scrutiny. If we need to adapt our teaching, we will, because the most important thing is that our learners are challenged, prepared and happy learners.

Curriculum Impact

Teaching

The greatest resource we have is our body of teaching and associate staff, with their expertise, experience, creativity and enthusiasm. Staff have a wide range of expertise in all aspects of Special Educational Needs, this knowledge is used to impact on our curriculum design and implementation. For example several staff are trained in the use of Intensive Interaction, PECS, TEACCH and SCERTS which support the development of our provision for our pupils with complex communication needs and those with a diagnosis of autism. Staff are also trained in behaviour management strategies to support or children with social, emotional, and mental health issues.

Reinforcement and consolidation of skills and concepts is a vital component of the learning process, this is particularly important for pupils with learning difficulties.

At Kestrel House we prioritise the reinforcement and consolidation of key skills within early reading, writing, speaking and listening, number recognition, and basic mathematical understanding within dedicated Key Skills sessions within the timetable. The key skills session aims to give the child a short, dedicated session with an adult to guide their key skills work and offer opportunities to practice and revisit aspects of learning from the teaching given previously.

We design and deliver lessons that are highly engaging and responsive to the individual interests and responses of pupils who need more time to assimilate their experiences along with highly skilled, familiar staff who can observe and interpret their responses with a positive impact.

