

Curriculum Statement – A working document

School vision

Mission

In the Talbot learning community young people are educated to become valued, resilient and fulfilled members of their community and equipped to reach their potential.

We will do this by:

- Valuing all members of the learning community and recognising their individuality, diversity and strengths
- Developing and continuously assessing an aspirational and personalised curriculum which challenges and inspires learners
- Recognising and responding to the needs of each and every student with innovation and creativity
- Providing opportunities and high-quality professional development to build on the school's continued success
- Being creative and responsive in supporting our students and their parents in preparation for adulthood and life after Talbot
- Celebrating achievement at every opportunity to value the diversity of our learners
- Having excellent and aspirational leadership at all levels
- Being outward facing and building on our reputation for excellence
- Creating a supportive environment that nurtures wellbeing across the community

Intent

Pathway 1 (An informal Curriculum) - To provide a rich curriculum which uses sensory exploration to engage students with the world around them. This curriculum will maximise communication, specific interests and skills. It will support and maintain physical wellbeing by providing the resources and support necessary to meet individual needs. Students following Pathway 1 will be supported to take their place as members of the wider school community.

Pathway 2 (A Semi-formal Curriculum) - To provide a curriculum which is focused upon active hands on learning. This curriculum is semi-formal, in that subjects are taught in a cross-curricular manner. There is a focus upon functional literacy and numeracy which will equip students with the skills needed to become as independent as possible in their adult lives.

Pathway 3 - (A formal curriculum) - To provide a curriculum which provides the skills and attributes to enable students to maximise their Maths and English attainment and wherever possible achieve entry level accreditation. This will provide the best chance of success on foundation courses at college. Independence is a focus of this curriculum giving students the confidence and resilience they will need to play an active part in their communities.

Implementation

The curriculum in Phase 1 (Y7-8) and Phase 2 (Y9-11) is delivered according to the 3 Pathways outlined above.

The Deputy Headteacher has responsibility for the whole curriculum. There are Leaders of Learning for the following areas; English and Communication, Mathematics and Creative and Enrichment. These Leaders of learning shape the curriculum, provide guidance and support of teachers and manage the resources for their area. The Leaders of learning for Phase 1 and 2 lead the organisation to facilitate curriculum delivery and learning within their department.

Curriculum offer lead by Individual students EHCP Outcomes		
Pathway 1	Pathway 2	Pathway 3
Cross curricular delivery around a termly theme. (Wide range of themes provide experience and guidance to teachers) Incorporate extensive repetition Discrete sessions around Physical wellbeing.	Delivery around a termly English and Humanities theme. Other subject areas linked to theme as appropriate for the class. Lessons based around familiar routines with structured variations to promote learning. Discrete sessions around Physical wellbeing.	Subject specific with discrete lessons. Combined English and Humanities termly theme but lessons may be discretely timetabled to ensure coverage.

An emphasis upon Independence and functional learning.

Talbot is a strong learning community where the progress made by all students is valued.

Students are enabled to be as Independent as they possibly can be. A large part of this is developing students' resilience and self-belief through our citizenship programme including the Duke of Edinburgh Bronze and Silver award.

There is a comprehensive programme of Outdoor Learning.

Learning is active and hands on to bring topics to life.

The curriculum is organized in the following areas of learning.

- English and Communication
 - Mathematics
- PE, Health and Wellbeing
- Creativity and exploration
 - Independence
 - Outdoor learning
- Spiritual, moral, social and cultural

These will be delivered under different timetable headings depending upon the Pathway being followed and the age of the students.

Timetable Headings

Pathway 1 An informal curriculum Sensory Learning		Pathway 2 A Semi formal curriculum Life skills		Pathway 3 A formal curriculum Modified National Curriculum	
Phase 1		Phase 1		Phase 1	
Sensory topic -		English (with Humanities)	3	Current affairs	1
• Communication	5	Communication and Interaction	1	English	4
• Thinking and Learning		Maths	3	Geography/History	1
• Creativity and Exploration		Art	1	Maths	3
Communication and Independence	5	Music and dance	1	Art	1
Physical Wellbeing		Science	1	Music and dance	1
• Rebound	2	PE	1	Science	1
• Physio		Swimming	1	Outdoor Learning	1
• Hydrotherapy	2	Talbot Citizenship Award	3	Talbot Citizenship Award	2
Sensory cooking	1	PHSE/ RSE	1	PHSE/ RSE	2
Music and dance	1	Cooking	1	Cooking	1
Talbot Citizenship award	2	Outdoor learning	2	Sports Leaders /PE	1
Outdoor learning	1	Assembly	1	Assembly	1
Assembly	1				1
Phase 2		Phase 2		Phase 2	
Sensory topic -	6	English (with Humanities)	3	Current Affairs	1
• Communication		Communication and Interaction	1	English	4
• Thinking and Learning		Maths	3	Geography/History	1
• Creativity and Exploration		Science	1	Maths	4
Communication and Independence	5	PE	1	Science	1
Physical Wellbeing		Swimming	1	PE	1
• Rebound		Outdoor Learning	2	Outdoor Learning	1
• Physio	2	Duke of Edinburgh award /Enrichment	2	Duke of Edinburgh	2
• Hydrotherapy		PHSE/ RSE	1	award /Enrichment	2
Sensory cooking	2	Cooking	1	PHSE/ RSE	1
Enrichment	1	Nurture and Wellbeing	1	Cooking	1
	2				

Nurture and wellbeing Assembly	1 1	Independence Assembly	1 1	Nurture and Wellbeing Assembly	1 1
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Area of Learning	Pathway	Phase 1	Phase 2
English and communication	1	Respond to and use objects of reference. Respond to touch cues. Recognise a small repertoire of individual symbols (e.g. drink, toilet) Engage in intensive interaction. Engage with sensory stories by exploring props, showing preferences, looking / glancing at pictures. Use assistive technology as appropriate.	
	2	Experience and engage with a variety of fiction / non-fiction texts, regular opportunities to engage with text throughout the day. Word banks of high frequency and familiar words concerning their everyday lives. Recognising social sight vocabulary; reading signs, notices, instructions; finding out specific information passing on information both verbal and with the use of symbols Following instructions presented in words and some symbols Engaging with group stories with props and role play - lots of repetition. Responding to questioning and discussion following stories to develop comprehension Learning storytelling by participating in call and response sessions. Regularly being read to by an adult. Recognising familiar symbols including core vocabulary, Sequences of symbols (e.g. Choosing boards Instructions presented in symbols Social sight vocabulary Sensory stories, drama, role play – lots of repetition. For some reading simple texts with meaning, using context and decoding using basic phonics skills (progress recorded on a running record. Some students will use the online Lexia reading programme.	
	3	Experience and engage with a variety of fiction / non-fiction texts, regular opportunities to read throughout the day. A	As in Phase 1. Plus are offered a range of chapter books, poetry, audio books, graphic novels, newspapers and comics. Follow and

Commented [BP1]:

		<p>reading book at their own level, changed regularly (recorded using a running record). An engaging book above their reading level that they can enjoy having read to them. Social sight vocabulary. Follow and write instructions to complete tasks in lessons e.g. written recipes in cooking, lists of jobs. Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar. Engage in group stories with props and role play – lots of repetition. Listen, respond and contribute to questioning and discussion following stories to develop comprehension. Participating in call and response sessions. Regularly being read to by an adult. Use the online Lexia reading programme.</p>	<p>write written instructions to complete tasks in lessons e.g. using a recipe book in food tech, following a set of directions /using a shopping list in community. Access books to research topics e.g. history, science. Regularly being read to by an adult. Discuss what has been read and ask questions about the text encouraging them to identify likes, dislikes, make predictions, cross-check. Engage in group discussions and debates. Entry Level Functional Skills English as appropriate.</p>
Maths	1	<p>Personal exploration, using their senses to begin to explore the world about them and developing their perceptual and attention skills to help them appreciate and extend their understanding and order their knowledge - personal exploration of space, size, shape, time and quantity. Opportunities to perceive and respond to single or multiple objects.</p>	
	2	<p>Counting – 1:1 principle Stable order principle Cardinality principle Experience a wide range of number games and songs. Numeral recognition Recognition of 2D and 3D shape. Comparative language for length, weight, area and time. Positional, directional and movement language. Recognition and use of coins. £1, 50p, £2, £5.</p>	

		<p>Estimation in real situations Time, timetables, now, next, passage of time. Practical fraction and division.</p>	
	3	<p>Students follow a programme based upon the White Rose curriculum. This will lead to Entry Level Maths as appropriate.</p>	
PE, Health and Wellbeing	1	<p>Hydrotherapy – Physio based programmes. Rebound Therapy Winstrada Scheme Level 1 – basic movements and engagement Physiotherapy programmes and Positive positioning. Sports week activities. The Physical Me challenge as part of Talbot Citizenship Award. Tailored to individual needs.</p>	<p>As for Phase 1. Also, a need led Nurture and wellbeing programme based upon the NEF 5 ways to wellbeing. Aspects are “Relax, Food and Drink, Games, Physical, Pamper, Create, Give” Ideas are also taken from the Equals Physical Wellbeing semi-formal curriculum.</p>
	2	<p>Swimming following STA Scheme Stanley 1 to Angelfish 3. Some individual Physio programmes. Rebound Therapy – Rebound Level 2 Trampolining - Activities that can develop good coordination skills and core strength. PE Lessons – wide range of sports, adapted and team games. Sports week activities.</p> <p>The Physical Me challenge and Health week as part of Talbot Citizenship Award. Tailored to individual needs.</p> <p>PSHE – Healthy lifestyles (PSHE association SEND framework)- Being and keeping healthy , physically and mentally.</p>	<p>As for Phase 1. Also, a need led Nurture and wellbeing programme based upon the NEF 5 ways to wellbeing. Aspects are “Relax, Food and Drink, Games, Physical, Pamper, Create, Give” Ideas are also taken from the Equals Physical Wellbeing semi-formal curriculum.</p> <p>Physical module of Duke of Edinburgh Award. Students learn anew physical skill. For example, Squash</p> <p>PSHE – Healthy living module of ASDAN PSD (linked toPSHE association SEND framework)- Being and keeping healthy , physically and mentally.</p>

	3	<p>Swimming for non/beginning swimmers in Phase 1 following STA scheme. Up to Shark 2.</p> <p>Trampolining – Higher level skills including analyzing performance.</p> <p>PE lessons - wide range of sports, adapted and team games. Opportunities for competition in and out of school.</p> <p>Sports week activities.</p> <p>Sports Leader Award.</p> <p>The Physical Me challenge as part of Talbot Citizenship Award. Tailored to individual needs.</p>	<p>As for Phase 1 with the addition of Entry Level PE accreditation.</p> <p>Hydrotherapy for students with Physical Disabilities.</p> <p>Also, a need led Nurture and wellbeing programme based upon the NEF 5 ways to wellbeing. Aspects are "Relax, Food and Drink, Games, Physical, Pamper, Create, Give" Ideas are also taken from the Equals Physical Wellbeing semi-formal curriculum.</p> <p>Physical module of Duke of Edinburgh Award. For example, Squash</p>
Creativity and Exploration	1	<p>Art – Art materials and processes provide a source of sensory stimulation. They are tools to develop engagement and communication. Art activities are linked to a class topic.</p> <p>Music - "First Thing Music" resources with an emphasis on a Kodaly delivered curriculum</p>	<p>Create – included in Nurture and Wellbeing session.</p> <p>Art, Music and Drama, and The world about me – as Enrichment modules taking ideas from the Equals My music and Drama, My Art, My Creativity. Activities are a stimulus for sensory exploration.</p>

		(a structured programme of songs and games) that engages in intensive interaction, instrument exploration and use of assistive technology. Performances and workshops from Live Music Now.	Performances and workshops from Live Music Now.
2		<p>Science – Where possible science themes are linked to the class topic. Students are guided to make sense of the physical world. By exploring, observing and finding out. They will be encouraged to form their own ideas and make links between cause and effect, identify similarities and differences and talk about changes. They will try out different strategies for doing things.</p> <p>Art – For some students, art materials and processes provide a source of sensory stimulation and are a means to develop engagement and communication. There will also be therapeutic elements which support student's wellbeing. Art units of work focus upon, pattern, texture, colour, line and tone, shape form and space. Students are encouraged to be both expressive and representational in their art.</p> <p>Music- Students will learn through the process of doing, engagement with songs, musical games and exploration of musical instruments. Lessons have a focus on the elements of tempo, rhythm, timbre, texture, structure, pitch and dynamics. (Equals My</p>	<p>Science As for Phase 1. Also, the World about me enrichment module.</p> <p>Art – Taught as an enrichment module. Using Equals Scheme of work. Topics are Painting, Collage, Printmaking, Sculpture, Drawing, Textiles and Digital Media. Exploring the elements of art - line, tone, shape, space, texture, colour and form. Focus upon independent exploration and development of skills at a student's individual pace.</p> <p>Music – taught as an enrichment module. As for Phase 1. Also Singing lessons provided by Sheffield music hub.</p>

		music) Performances and workshops from Live Music Now.	
	3	<p>Science – Where possible science themes are linked to the class topic. Students are guided to make sense of the physical world. By exploring, observing and finding out. They will be encouraged to form their own ideas and make links between cause and effect, identify similarities and differences and talk about changes. They will try out different strategies for doing things.</p> <p>Art – For some students, art materials and processes provide a source of sensory stimulation and are a means to develop engagement and communication. There will also be therapeutic elements which support student's wellbeing. Art units of work focus upon, pattern, texture, colour, line and tone, shape form and space. Students are encouraged to be both expressive and representational in their art.</p> <p>Music and dance- Students will learn through the process of doing, engagement with songs, musical games and exploration of musical instruments. Lessons have a focus on the elements of tempo, rhythm, timbre, texture, structure, pitch and</p>	<p>Science – exploring, talking about, testing and developing ideas. Relationships between living things and familiar environments. Ask own questions, make decisions about scientific enquiries to answer them. (observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative fair tests and finding out information from secondary sources). Draw simple conclusions using some scientific language - recording their findings. Also, the World about me Enrichment module.</p> <p>Art – taught as an enrichment module using the Equals scheme of work. Focus upon a more independent exploration and development of skills including the elements of art, line, tone, shape, space, texture, colour and form. Topics are Painting, Print Making, Collage, Sculpture, Drawing, Textiles and Digital Media.</p> <p>Music and Drama- taught as an enrichment module using the Equals My music and drama Also Singing lessons provided by Sheffield music hub. Performances and</p>

		dynamics. (Equals My music) Performances and workshops from Live Music Now.	workshops from Live Music Now. Singing lessons.
Independence	1	Positive positioning. Maximising skills during personal care routines. Eating and drinking programmes. Promoting Independence challenge as part of Talbot Citizenship Award. Delivered through a variety of skills, hobbies and interests. Tailored to individual needs.	Positive positioning. Maximising skills during personal care routines. Eating and drinking programmes. My Independence and interactions Enrichment module. Including. My cooking, My dressing and undressing, My shopping, My travel, My Play and Leisure. (Equals) Moving around the school building and grounds with increasing independence.
	2	Promoting Independence challenge as part of Talbot Citizenship Award. Delivered through a variety of skills, hobbies and interests. Tailored to individual needs. Examples include daily living skills, personal hygiene, horse riding, road safety.	My Independence and interactions Enrichment module. Including. My cooking, My dressing and undressing, My shopping, My travel, My Play and Leisure. (Equals) Moving around the school building and grounds with increasing independence. Maximising skills during personal care routines.
	3	Promoting Independence challenge as part of Talbot Citizenship Award. Delivered through a variety of skills, hobbies and interests. Tailored to individual needs. Examples include daily living skills, personal hygiene, horse riding, road safety.	Duke of Edinburgh Award – skills module including volunteering placements at Graves animal farm and a charity shop (for Silver award) Independence skills for expedition (self-care, camping, meal preparation)
Outdoor Learning	All	The benefits of being in nature are many and are increasingly being viewed as essential for the wellbeing of all. This domain of our curriculum is linked across the curriculum, and enhances the learning in all the other domains.	

	1	A range of activities which involve learning outdoors. Focus upon sensory aspects of being outdoors and providing an opportunity to develop engagement, exploration, communication and interaction.
	2 & 3	A range of activities which involve learning outdoors. Students learn – the basics of keeping safe, basics of survival, about the plants and insects around school. They have the chance to play, explore and solve problems. They have the opportunity to feel a sense of freedom and to develop their relationships in a relaxed environment.
Spiritual, Moral, social and cultural	All	<p>The development of SMSC is an inherent part of the way we work. It is embedded in the culture of the school, modelled by staff and pupils throughout the day. It is taught explicitly in the PHSE lessons, Talbot Citizenship Award, Duke of Edinburgh Bronze and Silver Award and RE immersion days. Different cultures and religions are explored and celebrated across the Talbot curriculum particularly in understanding the world through Humanities and English lessons, through creative and exploratory subjects, Outdoor Learning and through community learning opportunities. Art displays around the school celebrate and promote achievement in a wide range of subjects and our weekly celebration assemblies reinforce this in order to promote awe and wonder.</p> <p>Talbot Values – Students are taught about our values through modelling and explicit activities in PHSE lessons and during assemblies. Staff and students also model the values to each other. The values are.</p> <ul style="list-style-type: none"> • Be Kind • Be helpful <p>Assemblies – Each phase and all students are encouraged and supported to attend. Students get a sense of the community they are a part of in whatever way they can engage with it. Achievements are celebrated, Student council provide feedback from meetings, birthdays and other special events are celebrated and Talbot values are reinforced. There is a period of reflection at the end of each assembly.</p> <p>RE immersion days - We have a RE day each half term where we develop students' awareness of world religions and how these relate to the lives of students at Talbot. These are based upon the festivals in the main world religions with an emphasis on those from</p>

	<p>the Christian and Muslim faiths to reflect our school community. On each of these days there is also be an overarching theme which is derived from the Sheffield Agreed syllabus.</p> <p>Communication and Interaction/ Current affairs – All classes start the week with a lesson reflecting on weekend news either related to themselves (communicated by student or parents) or through watching Newsround. Everyone’s news is valued equally and respect and good listening is emphasised.</p> <p>Talbot Citizenship Award – Taught to all students in Phase 1. Three termly units over two years. Enterprise and Charitable Organisations – researching charities, enterprise project to make and sell goods at the Christmas Fayre.</p> <p>The Physical me – Including Health, wellbeing and mindfulness – developing self care and awareness. A health week focusses on aspects of healthy living.</p> <p>Promoting Independence – Including community awareness, self-care and caring for animals.</p> <p>A camping day builds upon independence skills, team working and environmental awareness.</p> <p>Duke of Edinburgh Bronze and Silver Award – Taught in Phase 2 for students following Pathway 2 & 3. Physical, Skills, Volunteering and Expedition. Promoting independence, developing resilience and teamwork. Giving time to the community through enterprise activities where money is raised for a local charity. Also, by volunteering at a local charity shop and Graves animal farm.</p> <p>PHSE lessons –</p> <p>Phase 1, Pathway 2 & 3 – Based upon the PSHE association SEND Framework. Self-awareness; Self Care, support and safety (Including Relationships and Sex education, and Online Safety); Managing feelings; the World I live in including differences and diversity.</p> <p>Phase 2, Pathways 2 & 3 – Units of ASDAN PSD. Covering all above aspects from PSHE association SEND Framework as well as leisure activities, preparation for work, parenting awareness and environmental awareness. Online Safety and RSE tailored to individual students.</p>
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