

Larkrise Curriculum Overview

All pupils at Larkrise School access a broad and balanced curriculum which introduces them to a wide range of experiences designed and developed to promote their intellectual, physical, personal development and meet their social needs, preparing them for meaningful and satisfying adult lives. For our youngest pupils we use the Early Years Foundation Stage (EYFS) Curriculum as a guide to our planning. Beyond the EYFS the curriculum offer our curriculum is designed in areas within Pre-formal, Semi-formal and Formal pathways.

Our curriculum has a pupil-centred approach in which every pupil is encouraged to enjoy learning, make progress and achieve. We recognise that pupils at Larkrise have specific, diverse and individual needs and abilities and our curriculum aims to reflect these. Our ultimate goal is that the pupils are enabled to be active learners who are moving towards independence, autonomy, empowerment and are learning to effectively communicate their needs, wants, and opinions.

Pre-formal Curriculum

The Pre-formal Curriculum is for pupils who have profound and complex needs. The curriculum is designed to meet the needs of pupils through a personalised approach, valuing the process as much as the achievement and offering flexibility in order to be responsive to the needs of the individual learner.

It focuses on the early communication, social, emotional and cognitive skills that are the foundation of learning. It is a curriculum that recognises the importance of play in a child's development and the need for sensory and multi-sensory approaches to learning. It acknowledges what learners can do by supporting and developing their strengths and abilities and it is designed to be delivered in an integrated way, incorporating learning, therapy and health needs.

Semi-formal Curriculum

The Semi-formal curriculum is delivered through a thematic based approach using the ethos of Early Years - unique child; positive relationships; and enabling environment. A social communication, emotional regulation and transactional support focus provides pupils with the skills and tools to be able to manage their own feelings, anxieties and behaviour, as well as understand and utilise effective and appropriate methods of communication. This equips our learners with the

ability to meaningfully interact with, and convey needs to, familiar people; as well as those who help to support us in the wider community.

The curriculum is designed to be fun, engaging, practical and meaningful and match to pupils learning and developmental needs. It aims to promote life skills, independence, communication and sensory integration activities to prepare children for learning. Regardless of physical, emotional and learning challenges, teaching through the Semi-formal curriculum captures the interest and imagination of our pupils.

Formal Curriculum

The Formal curriculum is for those pupils who may have a range of needs, but who are cognitively able to access many aspects of a more formal curriculum framework, modified in line with pupil's developmental level and additional needs. Pupils experience an appropriate formal curriculum in 6 key areas in both a discrete and theme based approach that aims to develop thinking and independent learning skills enabling us to build learning capacity and lifelong skills. Teachers ensure that learning is linked to practical activities and consolidated and applied in practical sessions; this means that pupils learning can be applied in varied and meaningful contexts. Pupils would also expect to benefit from increasingly intensive isolated skills input that complements their varying needs as they develop.

These pupils go on to work through nationally recognised accreditation opportunities within Key Stages 4 and 5.