



Meadow Wood Curriculum Statement

Curriculum Statement

1.1 Introduction

'Tell me and I forget. Teach me and I remember. Involve me and I learn.' Benjamin Franklin

At Meadow Wood School we have a personalised curriculum where all learners benefit from individualised learning opportunities. A holistic approach to learning means that there is a multiple focus on academic, social and independence skills and this is structured in proportion to meet the needs of the individual learner.

Core principle; At Meadow Wood we centre on the importance of ACTIVE learning - the students learn best as we work together to develop their PHYSICAL and cognitive capabilities;

P Physical

H Holistic

Y You

S Supportive

I Individualised

C Challenging

A Academic

L Learning for Life

The curriculum is reflective of the physiological and neurological potential of each student and aims to provide the right level of targeted support and interventions that lead to independent learning. As the students grow and develop, the curriculum seeks to challenge at each stage and encompass a breadth covering early sensory, cognitive and engagement levels to academic levels that mirror National Curriculum ages and stages. The students will engage in a curriculum that promotes a 'learning for life' be it communicating their leisure choice using eye gaze technology or independently accessing a disabled toilet in the community.

1.2 Vision and Values

As part of the Sunflower Federation Meadow Wood School is committed to deliver 'OPPORTUNITIES FOR ALL' through;

MISSION – We provide the best possible practice to develop individuals' potential.

VISION – All members of our community benefit from our work.

VALUE – Provide flexible, individually tailored opportunities to learn and be proud.

AIM – Individuals are able to use the skills they learn.

1.3 Description of Learners

Meadow Wood is a school for physically and neurologically impaired (PNI) young people aged from 3 to 11 years. Each of our students has unique and sometimes complex needs. In addition to a physical or neurological impairment, some pupils may have additional needs such as: a visual impairment (VI), autism (ASD), hearing (HI) and complex medical needs. We are able to provide a highly individualised curriculum for each of our students, which is designed and delivered in consultation with parents and other professional agencies.



Meadow Wood Curriculum Statement

1.4 Curriculum Intent

The curriculum intent is to support our students to gain functional skills to be as independent and confident in their life as they can.

We provide our students with carefully personalised curricula that is planned and delivered to remove the barriers to learning faced by each of the pupils with PNI.

The students have opportunities to learn

- to value themselves as individuals with their own abilities, needs and aspirations
- skills and knowledge that they are able to know, remember and apply both now and in the future
- to be as independent as possible and the ability to control their own environment as they move through the primary years and transition to secondary school
- functional communication skills to become understood and be able to make decisions and choices in their life
- functional self-help skills: eating/drinking, dressing, hygiene, keeping themselves safe
- leisure skills that bring them joy, engagement and pride in taking part
- functional mobility and independence skills that enable access to the community and facilitate everyday living skills
- skills to regulate their emotions enabling the student to manage different feelings
- skills to manage and contribute to social situations in different environments
- skills to feel confident when accessing the community
- skills to benefit from using technology
- positive self-esteem and self-image

As a learner they are able to

- stay engaged
- make positive interactions
- enjoy their learning
- communicate confidently
- access the community
- try new things and maintain curiosity
- have a sense of identity
- become flexible
- make relationships
- occupy themselves
- ask for help
- make choices and decisions
- are able to self-regulate behaviour
- practice perseverance
- develop generalised skills
- become self-aware

Meadow Wood School curriculum is adapted to develop individual student's skills, knowledge and abilities. Our curriculum in all key stages benefits from strong cross curriculum links, topics, and individual adaptations. It considers academic as well as functional skill development.

We offer differentiated learning opportunities and support according to the student's educational needs and individual interests. Teaching and learning is delivered in whole class groups, in small groups and in 1:1 settings, inside the school building and within the grounds, as well as in the local and wider community.



Meadow Wood Curriculum Statement

Key Stage	Focus
<p>EYFS</p> <p>Core Areas</p>	<ul style="list-style-type: none"> - Baseline assessment - Readiness to learn: 'Learning to learn' - Play skills - Access to different areas in school - Individual programmes in place for self-help / toileting, mobility, communication and behaviour - Identifying VI, HI, ASD exc. needs and support - Integration within the school <p>EYFS curriculum / programmes of learning Communication and Language, Physical Development, Personal, Social and Emotional Development Literacy, Mathematics, Understanding the World, Expressive Arts and Design</p>
Impact	<ul style="list-style-type: none"> - All pupils make consistent and secure progress from their starting points. - The students are well prepared academically, socially and emotionally for the next stage of their education. - They have secured their individual development in communication, independence, social and learning skills.
<p>Key Stage 1</p> <p>Core Areas</p>	<ul style="list-style-type: none"> - Consolidating and extending learning - Developing independence - Access to the whole school community enabling them to practice their skills in a familiar environment. - Access to local community - Differentiated learning opportunities that enable the development of functional skills. - Integration to other provisions MLD / mainstream <p>Pre – Formal / Pre Key Stage / National Curriculum My Communication, My Thinking , My Independence</p>
Impact	<ul style="list-style-type: none"> - The students are motivated learners - They are developing positive attitudes towards themselves and other people. - The students have further developed their functional mobility, communication, independence and socialisation which enables them to continue to the next stage of their education.
<p>Key Stage 2</p> <p>Core Areas</p>	<ul style="list-style-type: none"> - Extending learning and engagement - Developing personal independence - Access to local and wider community - Local primary integration link - Developing self - advocacy - Preparing for transition to secondary education - Differentiated and more challenging learning opportunities that enable the development and application of functional skills, social, self-regulation and everyday living skills <p>Pre – Formal / Pre Key Stage / National Curriculum My Communication, My Thinking , My Independence</p>
Impact	<ul style="list-style-type: none"> - The students are consolidating their functional mobility, communication, independence and socialisation skills - The students are ready to move to the next stage in their education and transition successfully to a secondary setting.



Meadow Wood Curriculum Statement