



Long Term Curriculum Maps

How did we review our curriculum?

What do we mean when we say
'Curriculum'?

The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage

What is important?

The vision and values of the school underpins our decisions around curriculum design.



An Education at Birch Wood ENABLES

“We provide a wonderful learning environment and SEND expert staff who are highly committed to our pupils. An education at Birch Wood positively changes children's lives allowing them to achieve their 'personal best'. Our ENABLES culture embodies our high aspirations and unwavering passion and determination to provide outstanding outcomes for every pupil.”

	Engagement	Independence	Aspire
Curriculum	<p><i>An education at Birch Wood ENABLES</i> Empowered for Independent Lives – Nurturing – Aspiring – Belonging – Love of Learning – Enables – Safe & Happy</p>		

<https://www.birchwoodschool.co.uk/vision-and-values>

How do we ensure the needs of all of our young people are met through curriculum design?

We have 3 curriculum pathways which enable us to meet the needs of a wide range of learners.



Curriculum Pathways

The 3 curriculum pathways at Birch Wood are designed to meet the needs of a wide range of learners with an EHCP. We provide a bespoke approach to our pupils' very individual needs and so movement between pathways is fluid. Aspects such as Mental Health and Wellbeing, Community Inclusion and Communication & Interaction are woven into the fabric of each pathway.

<https://www.birchwoodschoo.co.uk/curriculum-pathways>



Curriculum	Engagement	Independence	Aspire	
	An education at Birch Wood ENABLES Empowered for Independent Lives – Nurturing – Aspiring – Belonging – Love of Learning – Enables – Safe & Happy			
The 3 curriculum pathways at Birch Wood are designed to meet the needs of a wide range of learners with an EHCP. We provide a bespoke approach to our pupils' very individual needs and so movement between pathways is fluid. Aspects such as Mental Health and Wellbeing, Community Inclusion and Communication & Interaction are woven into the fabric of each pathway.	Intent	Empowering pupils, enriching lives and giving opportunities to make progress towards fulfilment and independence. Providing methods of communication and a desire to engage. Ensuring pupils with complex health needs maintain their progress.	Maximise opportunities to build independent lives; including developing advocacy, personal safety and supported employment opportunities. Core literacy/communication and numeracy. Link in to colleges, which build on interests and life skills Post 19.	Reach full academic potential whilst developing life skills to be safe, independent and fulfilled. Progression through school develops a positive work ethic & key skills for employment. By the end of KS4/5 young people are ready to build on qualifications at college (L1 or 2) or employment pathway to build towards future aspirations. Be responsible citizens. Developing self-regulation, positive relationship supporting mental health and wellbeing
	Implementation	A stimulating sensory curriculum of different therapies, based around the five key areas. Evidence collated on Kinteract.	A semi-formal and highly personalised curriculum. Closely tracked towards EHCP outcomes.	Adapted national curriculum and statutory assessment at primary age where appropriate. Accreditation includes GCSE & BTEC. Mastery assessment. Broad, balanced, exciting with focus on core subjects, PSHE, safety and employability.
	Impact	Happy, secure and empowered young people with increased physical mobility, communication skills and independence.	Independent, happy and safe young people who have fulfilled their potential.	Independent, happy, aspirational young people who have secured a college place or have gained employment.
Assessment	MAPP2	MAPP2 or Bridge or Mastery	Mastery + Autism Progression Framework	
Wider Context	Engagement Model	Pre-Key Stage Standards	National Curriculum	

How did we review our Long Term Curriculum Maps?

We used our curriculum 'Golden Threads' to help to provide clarity, consistency and support ensuring that the curriculum delivers on the vision and values of the school.

Golden Threads...



Why this? Why now?

What has informed your decisions around what to teach and when? Was this informed by research?

Focus on sequences of learning



Rooted in the school's intention for the curricula at Birch Wood

Engagement, Independence and Aspire Pathways

An education at Birch Wood Enables



Plan for Reading and Communication

Embedding reading and communication into the curriculum

Links to Teaching WalkThrus



Breadth, balance, enrichment and challenge

How do these elements enhance the school and subject intent?

What does this mean for individuals?

How do we utilise research to inform curriculum design and implementation?

Professional development and learning at Birch Wood is informed by research to improve the quality of education. We utilise information, science and research about learning to inform our curriculum design and implementation

