



Curriculum Pathways Pupils at Lansbury Bridge are sorted into 4 pathways:

Pathway 1 & 2: Pathway 1 and 2 are for learners with profound and multiple learning difficulties working far below the level of the national curriculum and will need lots of adult assistance to access their curriculum.

Pathway 3: Pathway 3 is for learners with severe learning difficulties and additional needs, working below national curriculum level. These learners have emergent skills and may begin to access early stages of the N.C.

Pathway 4: Pathway 4 is for those who have additional learning, physical, sensory or medical needs, but who are cognitively able to access National Curriculum subjects, modified in the light of their developmental level and special educational needs.

Additionally, some learners in Little Lansbury follow the Early Years Foundation Stage Framework.

INTENT

We want to provide a broad, balanced, relevant and differentiated curriculum in order to equip each individual pupil with the reading, writing and communication skills commensurate with his/her ability and stage of development in order to maximize their independence in society as well as being ambitious and including the Cultural Capital they need to succeed in life and may not otherwise access outside of school.

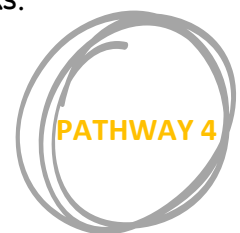
Communication, Language and Literacy underpins everything that happens within our daily school life and this is reflected in the commitment staff have in promoting and developing these skills throughout daily communication and literacy time in all classes throughout the school. Staff are well versed in the practice of incorporating the Careers curriculum into everyday sessions and planning sequential sessions that provide varied opportunities to work towards the relevant Gatsby Benchmarks.



- Ensures holistic learning with all parts of curriculum interconnected.
- Develops learners' levels of engagement by finding out what interests and motivates them.
- Recognises that learners will need to be taught to transfer or generalize skills.
- Creating an accessible curriculum broken down into smaller steps.



- Provides meaningful contexts for learning that use real-life experiences and practical everyday activities so that learners link experiences and make connections.
- Includes activities that move beyond memory building activities to take part in problem solving activities.
- Provides opportunities for skills and knowledge across curriculum areas.



- Supports learners to develop their interests as well as skills and knowledge.
- Provides a combination of integrated approaches as well as discrete skills and subject specific content.
- Enables older pupils working at the formal level to be prepared to pursue accreditation pathways.
- Preparing pupils for the world of work and independence in society.

IMPLEMENTATION

Literacy at Lansbury Bridge begins during the planning stage, with relevant and purposeful sessions being planned for our children, with their Educational Health Care Plans forming the starting point of desired progress and outcomes.

A varied core text scheme of work written by the Literacy Lead for class teachers to use as a base for creating coherently planned and sequenced sessions that incorporate all aspects of English i.e.- Reading, Writing, Speaking and Listening as well as ensuring pupils are accessing age appropriate texts that are suitably linked to celebrations and relevant experiences.

Daily lessons of Literacy/English will feature on each class timetable and skills will be transferred and developed through a cross curricular approach. The curriculum is child centred and taught through a multi-sensory approach. Each child receives a curriculum that is successfully adapted and designed to meet their needs, abilities and interests whilst also covering the breadth of study a child within a mainstream setting would access.

Literacy and communication PLG targets are set and assessed termly to ensure continuity in planning, teaching and learning. These targets are effectively delivered designated PLG sessions and through other meaningful contexts throughout the school day. Progress on these targets are reported termly to parents in a formal manner through EFL, however parents are welcome to discuss progress at any point. Staff are well versed in liaising with multi-disciplinary teams such as SALT and Occupational Therapy to incorporate bespoke targets, activities and resources for every child.

Overall progress against learning outcomes is assessed differently within each learning pathway, which can include National Curriculum, Pathway 3 Literacy Curriculum, Scerts, EYFS Tracker etc. Challenging but achievable targets are set against starting points at the beginning of each year and progress against these is monitored closely throughout the year.

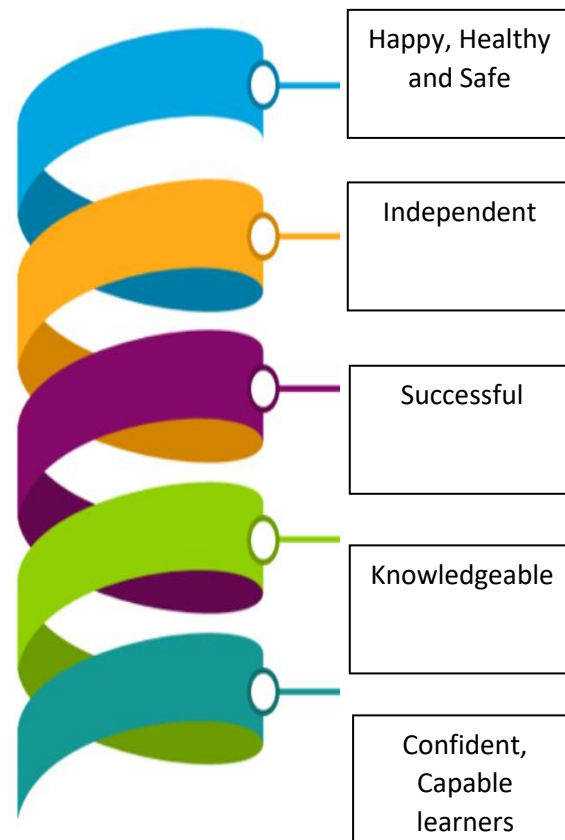
Pupils who need extra support within English/Literacy are identified by the Senior Leadership Team and class teacher during pupil progress meetings. Interventions, focused sessions and technology-based programmes such as Lexia and The Active Literacy Kit are then used to bridge any gaps and aid progress.



IMPACT

Pupil progress is measured through a variety of means including Evidence for Learning which measure the smaller steps of progress some of our pupils make. Through the use of our Evidence for Learning assessment tool, we help staff to create a timeline of progression within literacy through photographs and videos which in turn allows a clearer picture of the smaller steps of progress our pupils make as well as making real time assessment easier and more meaningful, ensuring pupils are receiving the correct support as quickly and efficiently as possible.

Where necessary, annotation sheets are used to evidence progress in length and level of engagement of our pupils and display increases over time. The continuous hard work and dedication of our staff is ensuring that all children receive a broad and balanced Literacy Curriculum, that meets the needs of each individual. It also means that we see our pupils blossom into independent, engaged and confident learners who are able to communicate their wants and needs, by whatever means necessary, in a polite manner. Through continuous CPD for all staff, extensive support from Middle Leaders and SLT and the implementation of an exciting, ambitious and expertly planned curriculum we are providing our pupils with the literacy skills that will prepare them for adulthood and the world of work, whilst also promoting a love for learning!



Phonics and Early Reading at Lansbury Bridge

Phonics is delivered to all pupils in Key stage 1 and 2 in the form of a discreet daily lesson. Pupils in Key Stage 3 and 4 adapt a more meaningful approach during this session and focus on functional English skills and comprehension.

We recognise that not all pupils within our setting will learn to read in the same way, and so ensure that they are provided with opportunities to explore a range of strategies and effective, ongoing assessment to ensure they are accessing the correct phonics pathway to success. This includes, a pre-phase 1 phonics curriculum, Synthetic phonics approach (Essential Letters and Sounds), Precision teaching and functional and personalised sight words. Essential Letters and Sounds underpins all of our phonetic approach and provides both learners and staff continuity and stability.

Our SSP is Essential Letters and Sounds, a rigorous and robust phonics programme that provides class staff with high quality teaching methods and resources which allows for consistency and fidelity in teaching our pupils to read. This programme incorporates helpful mnemonic devices, strategies and simple key vocabulary which help provide our young people with the correct skills required when becoming confident, fluent and successful readers. It also allows staff to quickly identify any pupils who are struggling and implement the relevant interventions. We understand the unique needs of our children and our offer aims to create a safe and predictable environment where reading is a tool for communication, socialisation and academic engagement. By focusing on early reading skills, we aim to support our students in building confidence, enhancing their vocabulary where possible, improving their comprehension and developing the fundamental literacy skills needed for future learning and independence.

Through learning walks, liaisons with the Literacy Lead and continuous sharing of best practice, the staff at Lansbury Bridge aim to create a culture of confidence and consistency when teaching phonics, while still ensuring pupils are accessing the relevant teaching strategies for them.

Reading is an integral part of the school routine with children accessing ability appropriate reading material in formal reading sessions, within the classroom setting e.g.- book corners, as well as ensuring that during their daily phonics lessons they are only accessing texts that include previously taught GPC'S. Pupils and staff have access to the Oxford Owl E-Library which clearly sets out a progression of what pupils should read at each stage of their phonics journey. Class teachers can set weekly books that parents can access at home with their children to help extend their learning.

Early reading skills begin with a promotion of love for reading and exposure to a variety of age-appropriate texts as well as modelling of what a confident and fluent reader looks like, with books being read aloud to pupils by class staff. A promotion of a love for reading is important at Lansbury Bridge as well as ensuring we are providing necessary Cultural Capital in reading for all pupils. This is done through celebrations such as World Book Day and National Poetry Day, through a functional school library that provides access to a wide range of themed and celebration books and 'We are Reading...' visuals outside every classroom to promote discussion of different and familiar texts amongst staff and pupils.

