Woodlands School

Curriculum Handbook

"Together we grow and learn"

Together we raise aspirations for independence and lifelong learning

School Context

Woodlands School is a maintained special school serving pupils aged 2 to 19 with Severe and Complex Learning Difficulties. Many of our pupils have a diagnosis of Autism Spectrum Disorder (ASD), often accompanied by challenges such as limited or non-verbal communication and sensory processing needs. All pupils have an Education, Health and Care Plan (EHCP), reflecting the wide range of learning difficulties and disabilities we support. Woodlands plays a central role in meeting the most complex educational needs across Blackpool.
We currently support 110 pupils. Our school population demonstrates a high level of complexity:

- 90 pupils have a Communication Plan
- 77 have Personal Care Plans,
- 54 have Positive Behaviour Support Plans,
- 52 access individualised Sensory Diets.

The school is in an area with significant social deprivation with 75 pupils eligible for Free School Meals and 72 pupils in receipt of pupil premium funding.

The school has been under the leadership of the current Headteacher since September 2018, supported by a Deputy Headteacher and four Middle Leaders. We also have a Family Liaison Officer to work with and support families and increase levels of engagement with 'hard to reach' families.
Woodlands operates across two sites: the main school building which accommodates pupils from Early Years to Key Stage 4, and Westbury Lodge, which provides tailored provision for Key Stage 4 and 5 learners. The school is organised into 12 classes, typically comprising 6 to 11 pupils. High staff-to-pupil ratios enable highly individualised teaching and care.
The school accesses a wide range of Therapies – Physiotherapy (PT), Occupational Therapy (OT), Speech and Language Therapy (SALT) and Visual and Hearing Impaired specialists.

Class groupings are based on need rather than chronological age, with key considerations including communication methods, sensory and emotional needs, barriers to learning, physical requirements, environmental factors and anticipated outcomes.

Rationale

The children and young people who attend our school are the centre of everything we do. Respect and ambition for each pupil are at the heart of the school, alongside a belief in each child's potential.
Our pupils have a wide range of learning needs including severe, profound and complex learning difficulties and many have a broad range of additional special educational needs, including hearing or visual impairments, epilepsy or other health conditions, and autistic spectrum disorder.

Our school values are summarised by the Woodlands TRAIL;
Together we **R**aise **A**spirations for **I**ndependence and **L**ife-long learning.

Our school motto is;
"Together we grow and learn"

This is about everyone – parents, staff, governors and the wider school community – working in partnership to ensure that every child can succeed and reach their full potential.
The curriculum initiatives, the commitment by the staff to excellence and our aspiration for the children and young people results in outstanding achievements. This is expressed through the way the school plans, develops, delivers and evaluates. Woodlands School is an innovative and dynamic place to be.

Curriculum Intent

Our aims and values of our curriculum at Woodlands forms the foundation in which our tree of learning is firmly rooted. We aim for every student to be engaged and to become an effective learner. Our curriculum intends to be developmental, meaningful and functional. It is research based and includes the essential building blocks for learning that our children may have missed. It is responsive to each student, building on individual strengths, interests and learning styles.

Our unique learners are at the very heart of what we do at Woodlands and it's our high expectations and aspirations for our learners which motivate us to ensure our Curriculum and provision is the best it can be, as our best is exactly what our Learners deserve. It focuses on developing fundamental skills of communication, cognition, independence, physical development and self-care. Our curriculum is inclusive and our provision supports learners to overcome their individual barriers to learning.

Foundational Knowledge

Foundational knowledge forms the essential building blocks that enable pupils to make sense of the world, develop independence, and engage successfully in learning. Within our special school curriculum, foundational knowledge encompasses the key concepts, vocabulary, experiences, and understanding that pupils need to access increasingly complex learning over time. This includes knowledge about themselves, their communities, communication, relationships, safety, wellbeing, and the wider world. Through carefully planned, meaningful, and repetitive learning opportunities, pupils are supported to acquire, retain, and apply this knowledge in a range of contexts. By securing strong foundations, we empower pupils to build confidence, develop greater independence, and make connections that support their lifelong learning and future aspirations.

Destinations

At our school, we strive to ensure that every pupil is equipped with the knowledge, skills, and personal qualities they need to thrive in life beyond school. Our ambition is that every pupil, regardless of starting point or level of need, leaves us prepared for a meaningful, fulfilling adult life. Destinations are not an afterthought; they are the driver of curriculum design, sequencing and assessment.

We aim for all pupils to move on to destinations that reflect their talents, interests, and ambitions; whether that is further education, supported employment, vocational training, day provision, community participation, or increased independence at home and in the wider world.

. By working in close partnership with families, external agencies, and post-16 providers, we ensure that every young person is supported to make informed choices and to access opportunities that promote dignity, fulfilment, and long-term wellbeing.

Each curriculum pathway has clearly defined intended destinations, ensuring that learning from Early Years through to Post-16 builds progressively towards realistic and ambitious adult outcomes / destinations.

Curriculum Implementation

At Woodlands School, we believe that every pupil is entitled to a curriculum that is meaningful, engaging, and tailored to their individual needs. Our curriculum is designed to celebrate diversity and ensure that all learners, regardless of their abilities or starting points, have access to rich learning experiences that promote communication, independence, and personal growth.

We recognise that our pupils learn in different ways and at different paces. Therefore, our curriculum places the individual at its heart, providing a flexible and inclusive framework that supports each learner to reach their full potential. It is built on the principles of equality, relevance, and ambition**,** ensuring that every pupil is challenged appropriately and supported to make purposeful progress in all areas of development.

Our approach values holistic learning — nurturing not only academic understanding but also social, emotional, physical, and life skills. Through a carefully structured and responsive curriculum, we aim to prepare pupils for the next stages of their lives, empowering them to become confident, independent, and active members of their communities.

"If they learn differently, we should be teaching them differently."

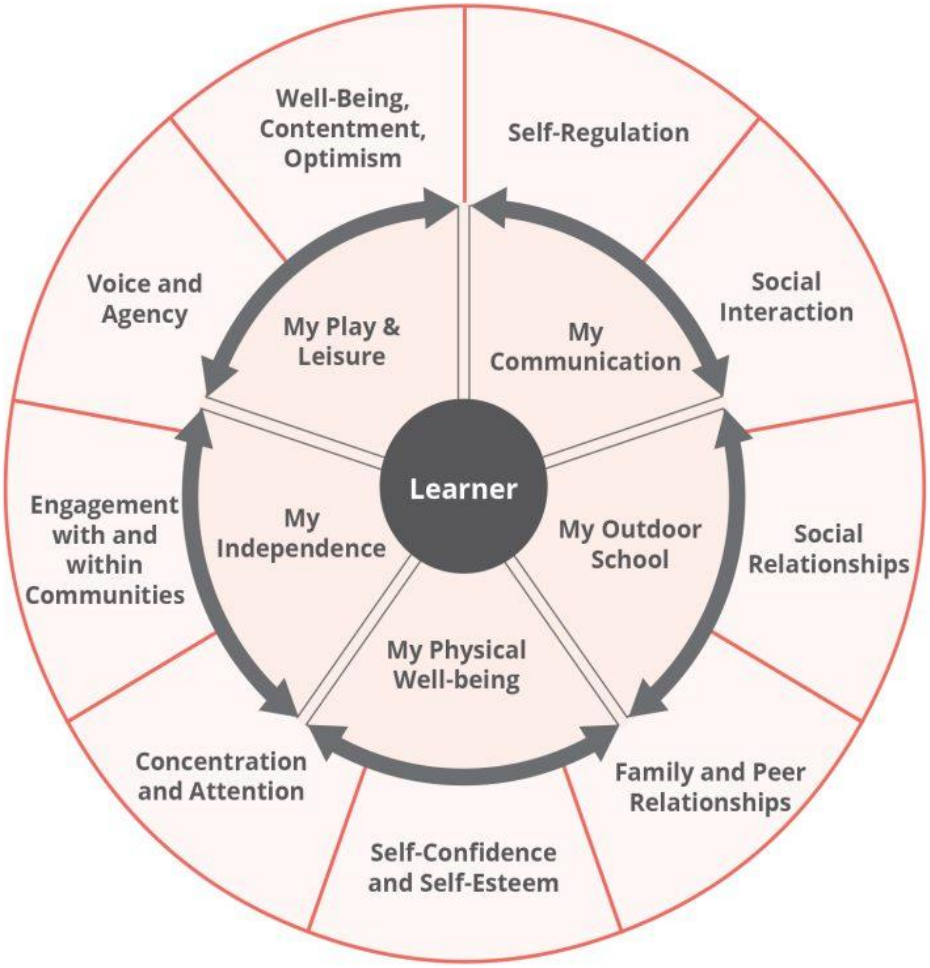
Imray (Assisting & Advising Mainstream Schools page)

Our curriculum at Woodlands School has been largely influenced by the Equals curriculum - an approach for students with severe learning difficulties that is fundamentally different from, rather than differentiated from, a traditional national curriculum. It provides an alternative framework focusing on practical life skills, independence, and social interaction, recognising that the needs of these learners require a distinct curriculum model for them to succeed.

The Equals Curriculum is designed to provide a broad, balanced, and meaningful education for pupils with a wide range of special educational needs and disabilities (SEND). Its central purpose is to ensure that every learner has access to a curriculum that is relevant, engaging, and appropriately challenging, while promoting independence, communication, and personal development.

We predominantly follow the Equals Semi-formal and Informal curriculums:

Informal curriculum



Semi-formal curriculum



Core Principles of Equals

Equality and Inclusion

Every learner, regardless of ability or disability, has the right to an education that recognises and celebrates their individuality. The curriculum values diversity and promotes inclusion by ensuring all pupils can participate, contribute, and succeed at their own level.

Personalisation

Learning is tailored to meet individual needs, interests, and learning styles. The Equals Curriculum supports flexible planning that allows teachers to adapt content, pace, and approaches to ensure meaningful progress for every pupil.

Relevance and Meaningfulness

The curriculum focuses on practical learning experiences that prepare pupils for life beyond school. It emphasises real-life skills, communication, social interaction, and emotional well-being.

Preparation for Adulthood

The Equals approach supports pupils to develop independence, decision-making, and confidence. It prepares them for adult life in areas such as community participation, relationships, employment, and self-care.

Holistic Development

The curriculum promotes the development of the whole child — intellectual, emotional, social, physical, and moral. It values progress in all areas, not just academic outcomes.

Curriculum Structure

Whole School Overview

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<tr><th></th><th>Reception</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th><th>Year 12</th><th>Year 13</th><th>Year 14</th></tr>
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Life skills / Preparing For Adulthood (PFA)
Careers and Work related learning
Wider Curriculum
Community</td></tr>
<tr><td>Therapeutic provision</td><td colspan="15">Sensory Integration
Speech, Language and Communication
Physiotherapy and Occupational Therapy
Positive behaviour support
Hydrotherapy</td></tr>
<tr><td>Foundation</td><td colspan="3">Foundation Pathway
Working within the Early Years Foundation Stage Curriculum</td><td colspan="12"></td></tr>
<tr><td>Discoverers</td><td></td><td colspan="6">Semi – Formal Pathway
Severe Learning Difficulties
Working consistently and over time within P4 – P8</td><td colspan="7" rowspan="3">Westbury Pathway
Key Stage 4 and 5 pupils
Severe and Moderate Learning Difficulties</td></tr>
<tr><td>Adventurers</td><td colspan="3"></td><td colspan="6">Semi – Formal Pathway
Severe Learning Difficulties
Working consistently and over time within P4 to the early reaches of the National Curriculum</td></tr>
<tr><td>Pioneers</td><td colspan="3"></td><td colspan="6">Formal Pathway
Severe to Moderate Learning Difficulties
Working consistently and over time below age related expectations</td></tr>
<tr><td>Voyagers</td><td></td><td colspan="14">Informal Pathway
Complex Learning Difficulties
Working consistently and over time within P3 – P5 (ish)</td></tr>
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Golden Threads

Alongside our School Curriculum's we have additional core features which run throughout our practices as a school which are accessed by all our learners, irrespective of their pathway, in a way which is unique to them. We have named these our Golden Threads and they are woven throughout all we do as a school to ensure that our pupils have access to a breadth of opportunities to enrich their school experience as well as preparing them for life beyond Woodlands and engagement with the wider world.

Rights Respecting School

Woodlands School is proud to be a UNICEF Rights Respecting School and have been Gold Award holders since 2022. Respecting our pupils' rights is at the heart of all of our policy and practise at Woodlands and the UNCRC forms the foundations for our curriculum. We cover many of the rights during lessons, assemblies and theme days and through involvement with UNICEF we have a Rights Respecting ethos throughout the whole school. The UN convention consists of 54 articles in total, with each article referring to a right.

The main rights we use in school are;

- **Article 12:** The right to have a say in all matters affecting them;
- **Article 17:** Every child has the right to reliable information from the media;
- **Article 23:** The right to dignity and independence;
- **Article 24:** The right to nutritious food and clean water and to the best possible health care;
- **Article 29:** The right to an education that develops every child's personality, talents and abilities to the full;
- **Article 31:** The right to play, relax and take part in a wide range of activities.

To make these 6 rights more accessible for our learners we have 6 school characters to represent them.
Our students helped to design the characters and chose the names:





Spiritual, Moral, Social and Cultural development (SMSC)

Woodlands School has a strong commitment to the personal and social development of all pupils. The school vision and values, put together by all the staff, supports spiritual, moral, social and cultural characteristics in all pupils.

Here is the range of ways which we support the spiritual, moral, social and cultural development of our pupils at Woodlands;

Spiritual	Sensory-rich learning environments that promote awe, wonder and exploration.
	Opportunities for reflection through music, story, sensory experiences and calm spaces.
	Exploration of feelings, identity and emotional regulation using total communication approaches.
	Celebrating personal achievements and recognising individual strengths.
	Experiences in nature, outdoor learning, and sensory reflection activities.
Moral	Consistent routines, boundaries and predictable structures.
	Positive behaviour support approaches, including co-regulation and restorative practices.
	Explicit teaching of choices, cause and effect, and expectations using visual supports.
	Modelling respectful behaviour and positive relationships by all adults.
	Supporting pupils to recognise emotions, resolve conflict and understand the impact of their actions.
Social	Structured opportunities for interaction within class groups, pathways and across school.
	Group learning, turn-taking, shared play and cooperative activities.
	Targeted support for communication and interaction, including AAC and total communication.
	Community visits, work experience, enterprise projects and real-life learning opportunities.
	Preparation for adulthood, including independence, self-advocacy and functional life skills.
Cultural	Celebrating a wide range of cultural events, festivals and traditions in accessible ways.
	Exploring British Values through lived experiences such as respect, tolerance and community participation.
	Engaging with the local community through visits, visitors, partnerships and enterprise.
	Using music, art, drama and sensory experiences from different cultures.
	Valuing pupils' home lives, identities and experiences and reflecting these within the curriculum.

British Values

We promote 'British Values' through our spiritual, moral, social and cultural (SMSC) education which permeates through the school's curriculum and supports the development of the 'whole child'.
We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.
'British Values' have been identified as: Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of different faiths and beliefs. Here are just some examples of how we incorporate British Values into our practise.

Democracy	Giving pupils our pupils voice and supporting them to adopt an appropriate communication method to make themselves understood School council
Rule of Law	Positive behaviour support Developing understanding of their actions and consequences
Individual Liberty	Supporting pupils to be as independent as possible Respecting pupils right to choose
Mutual Respect	Developing and nurturing positive relationships between staff and pupils based on mutual respect Many opportunities to positively engage with the local and wider community and engage with parents and other people within the community
Tolerance of different faiths and beliefs	Cultural appreciation incorporated through lessons, assemblies and theme days where we celebrate different festivals

Life Skills and Preparation for Adulthood

Preparing our pupils to be as independent as possible and to be equipped with the tools and skills needed for life beyond Woodlands is a vital part of our provision for all learners. Our pupils are working towards a range of different destinations, and we endeavour to set them on the right path along our Woodlands 'TRAIL' with a curriculum that raises aspirations and prepares them for independence and lifelong learning. This looks different for each pupil and is something which begins right from when our pupils join us in Early Years.

Careers and Work-Related Learning

At Woodlands, our Careers provision, very much like our Curriculum has the students and their diverse abilities at the very heart. Our Careers provision compliments and enhances the core school curriculum rather than being an 'add-on' for the older students in their later school years. **See Woodlands Careers Handbook**

Wider Curriculum

At Woodlands, we believe strongly that our learners should be provided with a wide range of opportunities for enrichment beyond our core curriculum and we offer our learners a broad 'Wider Curriculum' which encompasses a variety of different experiences beyond the classroom. It is reflective of our diverse learners as well as being adaptable to their changing needs.

	Age Range	Pathway	Curriculum	
	EYFS-KS5	All	Wider Curriculum	
Intent	**Communication and Interaction**	**Cognition and Learning**	**Social Emotional and Mental Health**	**Sensory and Physical Development**
	We intend for our Wider Curriculum to enrich the lives and experience of our learners at Woodlands, providing them with supported experiences that they may not necessarily be able to experience within the classroom or out of school. Our Wider Curriculum should enhance and complement our core curriculum and give our learners beyond classroom experiences, allowing them to acquire new skills, consolidate and transfer existing skills as well as develop and indulge their individual interests. Our Woodlands TRAIL is integrated in all we do and states that 'Together We Raise Aspirations for Independence for Lifelong Learning' and we believe that our Wider Curriculum works hand in hand with our Core Curriculum to ensure that we raise the aspirations of our learners and their respective families, we allow them opportunities to develop their independence in different contexts and equip them with some skills for life which will carry them through to their destinations beyond their Learning Journey at Woodlands.			
	Activities • Clay workshop • Performing Arts • Blackpool Football Club workshops • Boxing • Cycling • Poetry workshops • Community visits • Forest Schools • Swimming • Experiences of work • Ambassador Roles • Inclusion • Theme days • Residential school visits (e.g Bendrigg) • Sewing Club • Power hour / Fitness Friday			
Implementation	As with all our provision at Woodlands our Wider Curriculum will be specifically designed and led by the needs and interests of our unique learners. Our Wider Curriculum is flexible and may vary term by term and year by year as the cohorts of learners change and develop, allowing all learners access to different opportunities as appropriate. Often groups of learners will be created from different class groups and pathways which will also offer opportunities for social inclusion as well. Learners will usually access their wider curriculum session for a half term or term (depending on the activity) and this will then be rotated for other learners.			
Intent	**Evidence for Learning:** Personalised Learning Plans, Woodlands Life Skills progression map, Wider Curriculum tag			

Community

At Woodlands, Community visits are an essential part of the curriculum for our pupils. They provide meaningful, real-life learning opportunities that help pupils apply classroom skills in everyday contexts. These experiences support the development of communication, social interaction, independence, and life skills, and are central to preparing pupils for adulthood.

Community-based learning also helps our pupils build confidence, manage sensory experiences, and reduce anxiety in unfamiliar environments. It also promotes inclusion by enabling pupils to participate fully in the wider community. Community visits contribute directly to outcomes identified in Education, Health and Care Plans (EHCPs) and form a vital component of pupils' personal development and wellbeing.

All of our pupils regardless of pathway have regular access to a range of community activities.

Therapeutic Provision

As our pupils experience a wide range of impairments and barriers to their learning, they often receive different input and programmes from a range of wider professionals including Speech and Language Therapists, Physiotherapists and Occupational Therapists. Our teachers work closely alongside these professionals and incorporate these bespoke programmes into the individual pupils' curriculum as and when necessary.

Sensory Integration

We recognise that pupils experience and process sensory information in different ways. Sensory needs may affect how a child responds to sound, light, touch, movement, or their learning environment. Our curriculum and daily practice are designed to be flexible and responsive, ensuring all pupils can access learning in a way that supports their wellbeing and engagement.

We provide a range of sensory supports, including adapted learning spaces, predictable routines, sensory resources, and opportunities for movement or regulation throughout the day. Staff work closely with pupils, families, and external professionals where appropriate to identify individual needs and implement effective strategies. By creating a calm, inclusive environment and offering appropriate adjustments, we enable pupils to feel safe, regulated, and ready to learn. Our pupils are supported by staff consistently following their own individual sensory diets using a variety of strategies from our sensory toolkit.



Speech, Language and Communication

Speech and Language development is central to learning and wellbeing at Woodlands. We support pupils with a wide range of communication needs through inclusive, communication-friendly teaching and close collaboration with qualified Speech and Language Therapists (SaLTs). SaLT support includes assessment, advice and targeted interventions, alongside whole-class strategies such as visual supports and alternative and augmentative communication (AAC). This integrated approach helps pupils develop their understanding, expressive communication and social interaction skills, enabling them to communicate as independently and confidently as possible across school life.

Physiotherapy and Occupational Therapy

Physiotherapy and Occupational Therapy support our students to access learning, participate in daily activities, and develop independence. Working collaboratively with staff and families, therapists provide individualised, functional support embedded within everyday school routines. Physiotherapy focuses on posture, movement, balance, and mobility, while Occupational Therapy develops skills for learning, self-care, sensory regulation, and classroom participation. Together, therapy services promote wellbeing, inclusion, and equitable access to the curriculum for all students.

Positive Behaviour Support

We support our students using Positive Behaviour Support (PBS) which is about seeing the person first. Rather than focusing on behaviour alone, PBS helps us understand ***why*** behaviour happens and how we can respond with empathy, consistency, and respect.

(See behaviour support policy for additional information)

Hydrotherapy

Our students access hydrotherapy at another local special school on a rolling programme dependent upon pupils needs. Hydrotherapy provides a supportive and inclusive environment where students with diverse physical, sensory, and developmental needs can engage in therapeutic movement. Using the unique properties of warm water, buoyancy, resistance, and hydrostatic pressure hydrotherapy helps reduce the impact of gravity, enabling students to move more freely, build strength, improve coordination, and develop confidence. Sessions are carefully structured and delivered by trained staff, with a strong emphasis on safety, communication, and individual education and therapy goals. Hydrotherapy also supports regulation, relaxation, and wellbeing, enhancing students' capacity to participate in learning and daily activities.

Learner Characteristics and Pathway Provision

At Woodlands we are dedicated to ensuring that our students are supported well and access adapted teaching and learning which is responsive to their unique needs and barriers to learning. In order to facilitate this, we have 5 different pathways which our pupils will be on based not merely on their ability but a range of learner characteristics. These pathways are named, Foundation, Discoverers, Adventurers, Pioneers and Voyagers. When our pupils first join us in Early Years they will automatically begin on our Foundation Pathway where they will access the EYFS curriculum. We will then use this time to get to know the pupil and identify which pathway would be best for the individual learner to progress onto when they are ready, using the knowledge of the young person and their learner characteristics. The pupil's pathway will be regularly reviewed to ensure that our learners are accessing the right curriculum for their needs. These pathways run all the way from KS1 to KS5 and where some of our pupils may progress through the pathways, others may remain within the same or across two pathways throughout their whole time at Woodlands.

At Woodlands we have adopted a pathway approach as a way of ensuring that we are meeting our individual pupils needs holistically as specifically as possible.

Each of these pathways has a distinctive set of principles and pedagogical approaches which aim to meet the collective needs of the learners on the pathway based on their overarching learner characteristics, this can then be adapted and personalised further to meet each of our pupils' individual needs as necessary.

Learner Characteristics Document

	Informal Curriculum (Voyagers)	Semi formal Curriculum (Discoverers & Adventurers)	Formal Curriculum (Pioneers)
Learner Characteristics	Complex Learning Difficulties (usually ASD / SPD)	Severe Learning Difficulties	Moderate Learning Difficulties
	Developmentally below 24 months	Developmentally significantly delayed	Developmentally below chronological age
	Non linguistic communicators	Limited verbal communicators	Verbal communicators
	Communicate using behaviours/expressions / gestures	Communicate using words / short phrases / signs / symbols	Communicate using sentences and conversational language
	Are able to follow simple instructions	Are able to follow multi-step instructions	Are able to follow complex / abstract instructions
	Reluctant to engage with peers, staff, family	Good levels of engagement (often initiated by staff)	Independently initiates meaningful engagement across a range of contexts
	Solitary / Parallel / Sensory players	Shared / Turn taking / Functional players	Co-operative / Symbolic / Socio dramatic players
	Strong need for ROCS (routine, order, certainty, structure)	Can benefit from ROCS (routine, order, certainty, structure)	More flexible, greater tolerance levels, less reliant on ROCS (routine, order, structure, certainty

Pathway Provision Overview

(Individual pathway overviews can be found on our website)

At Woodlands School our pathway model ensures every pupil learns in a way that suits them best and that they are supported to grow in confidence, develop independence, and prepare successfully for their next stage.

Our differentiated pathway model ensures:

- Curriculum intent matches cognitive profile and developmental stage
- Learning is sequenced appropriately
- Pupils access learning in an environment suited to their sensory and emotional needs
- Preparation for adulthood is embedded throughout

Curriculum Provision: Woodlands building

Pathway	Curriculum	Destinations (Where we are aiming for)	Generalised outcome (What we are aiming for)		Subject Areas (What we learn)	Therapeutic Provision	Golden Threads	Approach / Delivery (How we learn)	Enabling environment (What this looks like)
Foundation	EYFS	• The most appropriate pathway / curriculum	• School readiness (personal skills, increased independence, emotional regulation, transitions) • Tolerating classroom demands and expectations	School Readiness	**Prime Areas** • Communication and Language • Personal, Social and Emotional development • Physical development **Specific Areas** • Literacy • Mathematics • Understanding the world • Expressive arts and design **Woodlands Bespoke** • Communication (Communication and Interaction handbook) • Woodlands Rainbow Phonics			• Playing and exploring • Active learning • Creative and critical thinking • Multi-sensory • Exploratory play enhanced by adult support • Short bursts of adult led demands and expectation	• Continuous Provision • Free-flow access between indoor and outdoor learning opportunities • TEACCH • Sensory regulation equipment
Voyagers	Informal	• Personal independence payment used to access the community • Local Social Care provision • Supported Living • Residential Education	• Self-initiated communication or interaction • Tolerating low level demands and peers • Some low tolerance of uncertainty • Self-initiated engagement within motivating activities	Learning To Be	**Equals Informal** • My Communication • My Sensory Play • My Physical Wellbeing • My Independence • My Outdoor school **Woodlands Bespoke** • Communication (Communication and Interaction handbook) **Other** • Music - Charanga (anyone can play)			• Low demand, play based approach facilitated by motivating environment • Multi-sensory • Short bursts of adult led demands and expectation	• Continuous Provision • Most pupils require sensory regulation equipment • Low arousal environment • Free-flow access between indoor and outdoor learning opportunities

Discoverers	**Semi Formal**	• Supported Living • Specialist Further Education Provision • Residential Education	• Shared attention • Tolerating demands to engage in work and play • Developed tolerance of uncertainty • Ability to meaningfully engage with learning outcomes	**Greater Independence**	**Equals: Semi Formal** • My Thinking and Problem Solving • The World About Me • My Play And Leisure • My Physical Well-being • My Outdoor school • My Independence • My Art • My Drama • My Relationships and Sex Education **Equals: Formal** • Literacy • Mathematics **Woodlands Bespoke** • Communication (Communication and Interaction handbook) • Woodlands Rainbow Phonics **Other** • Music–Charanga (original & creative)	**Therapeutic Provision**	**Golden Threads**	• Play-based approach facilitated by a motivating environment • Functional play and learning • Some subject specific teaching	• TEACCH • Continuous provision • Some pupils require sensory regulation equipment • Timetabled outdoor learning opportunities
Adventurers	**Semi Formal**	• Supported Living • Specialist Further Education Provision • Residential Education	• Ability to meaningfully engage with learning outcomes for longer periods of time • Ability to generalise skills across different contexts		**Equals: Semi Formal** • My Thinking & Problem Solving • The World About Me • My Play And Leisure • My Physical Well-being • My Outdoor school • My Independence • My Art • My Relationships and Sex Education **National Curriculum** • Mathematics (White Rose) • Literacy (The Literacy Tree) **Woodlands Bespoke** • Communication (Communication and Interaction handbook) • Woodlands Rainbow Phonics **Other** • Science - Strata • Music – Charanga (original & creative)			• Semi-play based approach facilitated by a motivating environment • Functional play and learning • Some subject specific teaching	• TEACCH • Continuous provision • Some pupils require sensory regulation equipment • Timetabled outdoor learning opportunities

Pioneers	**Formal**	• Higher Education • Supported Employment • Supported Internship • Volunteering	• Continued ability to functionally apply skills, developing into a broader understanding and academic progress	**The Wider World**	**Equals: Semi Formal** • My Thinking & Problem Solving • My Play And Leisure • My Physical Well-being • My Outdoor school • My Independence • My Relationships and Sex Education **National Curriculum** • Mathematics (White Rose) • Literacy (The Literacy Tree) • Science • Geography • History • Computing (cross curricular) • Art **Other** • Music – Charanga (original & creative)	**Therapeutic Provision**	**Golden Threads**	• Scaffolded learning opportunities • Metacognition opportunities for learners to reflect on their own learning and progress • Subject specific teaching	• Accessible toys, games and activities • Functional working environment • Some timetabled outdoor learning opportunities

Curriculum Provision: Westbury building						
Age Range	**Destinations (Where we are aiming for)**	**Generalised outcome (What we are aiming for)**	**Subject Areas (What we learn)**	**Therapeutic Provision**	**Golden Threads**	**Approach / Delivery (How we learn)**
• Key Stage 4 and 5	• Supported Living • Specialist Further Education Provision • Residential Education • Higher Education • Supported Employment • Supported Internship • Volunteering	• Shared attention • Tolerating demands to engage in work and play • Developed tolerance of uncertainty • Ability to meaningfully engage with learning outcomes • Ability to generalise skills across different contexts • Ability to functionally apply skills across different contexts	**Equals Moving Onto** • My Communication • My Thinking and Problem Solving • My Outdoor School • My Relationships and Sex Education • My Independence **Entry Level / AQA Unit Awards** • Mathematics • Literacy **Vocational / Employability** • College courses • Work Experience • Careers Fairs • Enterprise **Woodlands Bespoke** • Communication (Communication and Interaction handbook)			• Practical and functional learning through real life contexts • Skills based focused on transferable life skills • Repetition and reinforcement of new skills • Scaffolded learning opportunities • Metacognition opportunities for learners to reflect on their own learning and progress • Some subject specific teaching

Schemes of Work

Communication – See Woodlands Communication and Interaction Handbook

Literacy – See Woodlands Literacy Handbook

Mathematics (including Thinking & Problem Solving) - see Woodlands Mathematics Handbook

My Play & Leisure

The Equals Scheme of work, "My Play and Leisure" describes the importance of play in our curriculum:
"It is very difficult to over-emphasise how important Play is to the development of both the child and the adult that the child will become. All animals play; it is one of the crucial ways of learning within a safe and secure environment, but it must be given TIME. So often, within a conventional curriculum model, play is only allowed to develop up to the age of six, and from then on is assumed to be secondary to the serious business of formal education. For those with learning difficulties however, whose learning takes so much longer to develop, Play, with a capital P and as a key area of learning needs to be expanded at the rate and speed which each individual learner can make sense of. Play MUST take a central part in any Curriculum discussions, MUST be given time to develop and will probably continue to be central for the whole of the learners' school career."

Play and Leisure is central to our whole school curriculum and is carefully planned for in a safe and supportive environment both indoors and outdoors. It provides a platform to identify the individual needs and interests of pupils.
Through a balance of challenge and support, pupils are provided with safe, motivating and meaningful contexts to explore and concepts and skills relevant to play at their own pace without the fear of failure.
We consistently seeks to provide motivating and interesting opportunities for pupils to make choices and to discover their likes and dislikes.
For pupils from Year nine onwards, more curriculum time for Leisure is provided to help support pupils develop their interests through accessing a broad range of activities. This is to ensure that they have the opportunities to experiment, explore and extend their individual interests as they prepare for adulthood.

Skills and concepts of play

Communication and interaction skills (development of core vocabulary, making requests, choices, expressing likes and dislikes, feelings, commenting, making conversion).
Cognitive development (problem-solving skills, purposeful play, following rules and instructions).
Social and emotional development (e.g. building positive relationships with adults and peers, turn taking skills, teamwork, learning to manage and regulate own emotions, acknowledging the emotions of others, accepting the end of activities, making successful transitions no matter how big or small).
Physical development, including physical and sensory movement (fine and gross motor skills through a range of resources and physical/sensory experiences that are meaningful and relevant to the learning needs and interests of individual pupils).
Sensory Play (e.g. exploration of materials and equipment using all of the senses).

Two types of play: 'Free Play' and 'Structured Play'

Our curriculum promotes two broad types of play these are 'Free Play' and Structured Play.

What is Free Play?

- It promotes all levels of play and all social dimensions of play
- It is child led, and process based with no expectation of an end product
- No rules or boundaries
- Helps to identify likes and dislikes, interests and needs

What is Structured Play?

- Games and play experiences that are rule bound
- Play and experiences that focus on an end product
- Structured games and activities including music, songs and rhymes with actions/instructions
- Adult led
- Adult modelled

<u>Five social dimensions of play</u>

Solitary Play - This may be the only type of play some of our pupils may ever engage in (regardless of pathway). For pupils with Autism play may be observed as being repetitive, ridged, obsessive and/or circular. Barries may also relate to difficulties with fine and gross motor skills, hearing, visual or sensory difficulties. It may also be that a pupil is not yet at the developmental level cognitively that motivates curiosity. During this earliest step of play pupils are provided with lots of time and space to explore their environment through play. Appropriate support and intervention are provided carefully to encourage and support individual learners, and it is understood that play will look different for individual learners who will all progress and develop at their own pace and in their own way.

Parallel Play - Pupils may have learnt to play alongside their peers, not necessarily learning to recognise or acknowledge the presence of others in their space.

Shared Play- Pupils may learn to share their space, objects and resources (again, not necessarily recognising or acknowledging the presence of others).

Turn Taking - This is the earliest sign of the recognition/acknowledgement of others' engagement in an activity.

Co-operative Play-Pupils begin to observe others and following their lead in play.

<u>Five levels of play</u>

The five levels of play run alongside each other. They outline and establish the different ways pupils engage and participate in play to achieve the same objective. One is not of more value than another in relation to age or developmental ages of pupils.

Sensorimotor Play - Exploratory play with objects. This links directly to early cognitive development (e.g. investigating how objects feel through touch, smell, taste, touch, shaken, squeezed etc.).

Relational Play - Discovery of the properties of objects through play (e.g. that an object may bounce, spin, or make a noise when pressed or squeezed, or fits into a box).

Functional/ Purposeful Play - Functional/purposeful play with toys e.g. dolls, cars, tea sets etc. There may be some element of pretence (e.g. racing cars around a track, feeding the dollies or teddies etc).

Symbolic Play - Play that involves using an object or movements to represent something else (e.g. a hairbrush becoming a microphone, or a stick as a magic wand, pretending to drive a car by positioning and moving arms as though operating a steering wheel etc).

Socio-dramatic Play - Role play, this can be either through solitary play (playing alone) or with others.

My Physical Wellbeing

The Equals My Physical Wellbeing schemes of work focus on 4 main areas:
• Physical Activities • PE, Sport, Games and Aquatics • Mental Health and Well-Being
• Healthy Eating and Healthy Lifestyle

Physical Activity

This scheme of work recognises that the basic point of physical activity is to maximise opportunities for functional movement, whenever and wherever possible, continually throughout each day. It is however, HUGELY important that we see this as a lifestyle choice and that the emphasis must be on learners CHOOSING to be physically active and remaining so throughout the whole of their lives.

PE, Sports, Games and Aquatics:

This supports the development of various skills such as teamwork, independence, resilience, problem solving, communication, regulation, behaviour for learning, as well as the experience and the excitement of competition.

In our Voyagers pathway, learners will develop an awareness of themselves and the different parts of the body and begin to understand how to use these in different ways, as well developing an awareness of their space and environment, developing coordination skills, control, manipulation and movements of the body in various ways and contexts.

In our Discovers pathway learners will develop skills and techniques and demonstrate an acquisition of fine and gross motor skills with more consistency when applying them to new experiences. They will transfer learnt behaviours in multiple physical activities and new contexts and develop their ability to express themselves and be creative, whilst also being supported to become more resilient and improve their confidence and self-esteem within a range of physical activities.

In our Adventurers and Pioneers pathways learners will develop sport specific skills and techniques that can then be applied and used within a variety of sporting activities including games and competition. Learners also will develop the ability to work as part of a team and developing their leadership skills. In addition, some learners will further develop their knowledge and understanding of different ways to get healthy and maintain a healthy lifestyle, understanding the positive effects this can have on the body and mind.

Mental Health and Wellbeing

The Equals scheme is a designed to support pupils with SEND to understand, express, and manage their emotions, develop resilience, and build positive relationships. We recognise that Mental Health and Wellbeing has to be addressed in a personalised and individualised way, enabling each individual learner to develop a strong, positive and robust self-image.

Healthy Eating and Healthy Lifestyle

This section is designed to raise awareness in all learners of all ages and abilities that whilst we have to eat and drink to live, we can do so well or badly.

The emphasis is therefore on giving as much opportunity as possible for learners to taste and experience a wide range of foods and drinks with the emphasis on making healthier choices. That is, we will want learners to be able to distinguish between foodstuffs that when taken in excess, will do damage to our bodies. This is in itself, quite a difficult (abstract) concept that we're asking learners (with severe learning difficulties) to make judgements on, and is of course, especially complex when quite a lot of what's considered to be 'unhealthy' is also likely to be highly enjoyable. That is, we are asking learners who will (by definition) have huge difficulties in understanding time, to make short term sacrifices for long term benefits.

In order for any healthy eating scheme of work to be successful, learners have to take ownership of the decision making, and we have to arrive at a position where they are making the decisions, not the people working with them.

Learners will therefore need to experience and learn about:

- Reasons for eating and drinking such as necessity, pleasure, social, cultural.
- Making good choices
- Having regular treats in moderation.
- Alternative foods and lifestyles, identifying the difference between foods needed for good health and foods that are treats.
- Foods for different meals and times of the day.
- Staying hydrated
- A range of tastes
- The importance of variety, range, balance, alternative diets, cultural preferences.
- Additives, especially having a sound understanding of sugar, salt and fat.
- Food as a fuel
- Exercise

My Independence

The My Independence schemes of work focus on 4 main areas:

• My Cooking • My Shopping • My Dressing & Undressing • My Travel Training

The intent of the My Independence curriculum is to equip learners with the essential life skills, confidence and self-awareness needed to become as independent as possible in their daily lives and to prepare effectively for adulthood. Through a highly practical, personalised and meaningful curriculum, learners are supported to develop independence in self-care, decision-making, communication, and community participation.

The curriculum is designed to meet the diverse needs of learners with SEND, enabling them to make informed choices, express preferences, understand personal rights and responsibilities, and develop the skills required for everyday living. Learning is embedded in real-life contexts to ensure skills are functional, transferable and relevant beyond the classroom.

My Independence aligns closely with Preparation for Adulthood outcomes and EHCP targets, promoting progress in independence, wellbeing, social relationships and life skills. The curriculum aims to foster confidence, resilience and self-esteem, empowering learners to participate as actively and safely as possible in their homes, communities and wider society.

My Relationships and Sex Education

At Woodlands we teach RSE as and when is deemed appropriate for each individual learner.

The EQUALS Relationships and Sex Education (RSE) curriculum supports learners with SEND to develop a safe, respectful and age-appropriate understanding of relationships, their bodies, emotions and personal wellbeing. It is designed to meet statutory RSE requirements while being carefully adapted to the individual needs, developmental stages and levels of understanding of each learner.

The curriculum places a strong emphasis on relationships, personal safety and emotional wellbeing**,** ensuring that learners are supported to understand boundaries, consent, privacy and appropriate behaviour. Teaching is inclusive, accessible and sensitive, using clear language, visual supports and practical activities to promote understanding and confidence.

EQUALS RSE recognises that learners with SEND may be more vulnerable and therefore prioritises safeguarding, self-advocacy and the ability to seek help. Learning is delivered in a supportive environment where questions are handled with care and respect, and content is personalised in line with EHCP outcomes and family engagement.

The curriculum is taught progressively, revisiting key themes over time to reinforce understanding and support meaningful learning. Parents and carers are viewed as partners, and communication is maintained to ensure transparency, consistency and reassurance.

Through the EQUALS RSE curriculum, learners are empowered to develop positive relationships, understand themselves and others, and stay safe as they move through childhood and into adulthood.

My Art

Art develops a visual, tactile and sensory vocabulary and an understanding of the visual elements - colour, line, tone, texture, pattern, form and shape - in order for them to effectively express themselves through artistic means. They will learn through painting, drawing, sculpting, printing etc and the more you allow them into these processes and to be part of these processes the more they will learn. It is vital they are given opportunity to take risks, make a mess, make mistakes, for through exploration and the willingness to take risks, Art can not only be fun, but it can be a vehicle to explore the world around us as well as an outlet for our individual expression and realisation.

Art will be delivered across all learning pathways. The curriculum is designed to be progressive and responsive to pupils' interests, ensuring engagement and relevance.

- Discoverers will explore materials, techniques, and ideas in greater depth, building on their initial experiences.
- Adventurers and Pioneers will develop a more comprehensive understanding of artistic concepts and skills, applying them in increasingly sophisticated and expressive ways.

Through a pupil-centred approach, the art curriculum fosters creativity, self-expression, and an appreciation of the visual arts.

My Drama

Drama will be delivered exclusively to pupils within the Discoverers pathway. Each session will be a dynamic blend of teacher-led structure and pupil input, encouraging creativity through guided exploration.

While drama inherently includes elements of unpredictability. In fact, beginning with clearly defined boundaries and structured activities can foster a safe and supportive environment in which pupils feel confident to engage and think divergently.

Structured drama sessions provide opportunities for creative expression within a predictable framework, allowing both teachers and pupils to gradually build confidence and fluency in the 'language' of drama through active participation and shared experience.

My Outdoor School

My Outdoor School is a flexible, inclusive outdoor learning programme, promoting independence, resilience, teamwork, and problem-solving through hands-on experiences in any outdoor space—whether woodland, school grounds, or even concrete. It focusses on safety, risk awareness, and learner-led exploration, and encourages learning through play, challenge, and environmental engagement. Adaptable to all abilities and needs, it fosters self-confidence, sensory awareness, and practical life skills, making it an invaluable addition to the curriculum.

My Outdoor School is accessed by pupils in the Voyager, Discover, Adventurer and Pioneer pathways.

Topics covered are- orienteering, playing games, creativity, fire lighting, shelter building, environmental awareness, wilderness explorers.

The World About Me

The purpose of teaching the world about me is to extend the learners understanding of learning beyond that which is apparent. The principles we are concerned with might therefore be regarded as presenting a holistic understanding of everyday events, activities and experiences and about making the connections between these events, activities and experiences. Within the scheme of work, you will cover the following topics: Change, Digital photography, People, Food, Life cycles of plants and animals, Water, Recycling, The seasons and The weather. You will also cover the topic Festivals throughout the year where appropriate and relevant such as: Harvest, Remembrance Day, Christmas, Chinese New Year, world book day, Lent and Summer solstice.

Music

All our pathways in school follow Charanga Music schemes.

Charanga Musical provides an inclusive and flexible music curriculum that supports pupils with Special Educational Needs and Disabilities (SEND). It enables all children to access, enjoy and succeed in music through practical, adaptable and child-centred learning:

Through this curriculum area we aim:

- To ensure all pupils can participate in music, regardless of ability or need.
- To support communication, confidence, coordination and emotional wellbeing through music.
- To promote enjoyment, engagement and personal achievement rather than fixed outcomes.

Information and Communication Technology (I.C.T)

Information and Communication Technology (ICT) will be integrated throughout the curriculum to ensure that learners are equipped with a broad and up-to-date range of digital skills and knowledge. This cross-curricular approach will enable students to use technology as a tool to support and enhance learning across all subject areas. A variety of modern devices, including iPads, interactive whiteboards, and laptops, will be used regularly in lessons to provide meaningful, hands-on experiences. Learners following the Pioneer Pathway will engage with programs such as Microsoft Word for word processing, PowerPoint for creating presentations, and Scratch to develop foundational programming skills. This integration is designed to foster digital confidence, creativity, and problem-solving abilities in a practical and engaging way.

National Curriculum

Our Formal Pathway incorporates some National Curriculum subjects (Mathematics, Literacy, Science, Geography and History) which are adapted to ensure accessibility for all learners. It provides clear progression, meaningful challenge, and personalised support so that pupils can achieve success academically, socially, and in preparation for adulthood.

Curriculum Impact

Assessment

At our school, assessment is all about understanding each student as an individual. We know every learner develops at their own pace, so we use flexible and personalised ways to see how our pupils are progressing. This might include observations, student work, photographs, videos, therapy goals, communication progress, and everyday learning experiences.

We celebrate small steps as big achievements. Assessment helps us plan the next steps, adjust supports, and make sure each pupil is building confidence, independence, and skills for life.

Assessment at our school is individualised and responsive to the diverse learning needs of our students.

Ipsative Assessment

Ipsative assessment is an approach that measures a pupil's progress against their own previous performance rather than comparing them to other pupils or national standards. Ipsative assessment ensures that every pupil's achievements are recognised and valued and that progress is meaningful, personalised and appropriately ambitious.

Our school uses ipsative assessment because:

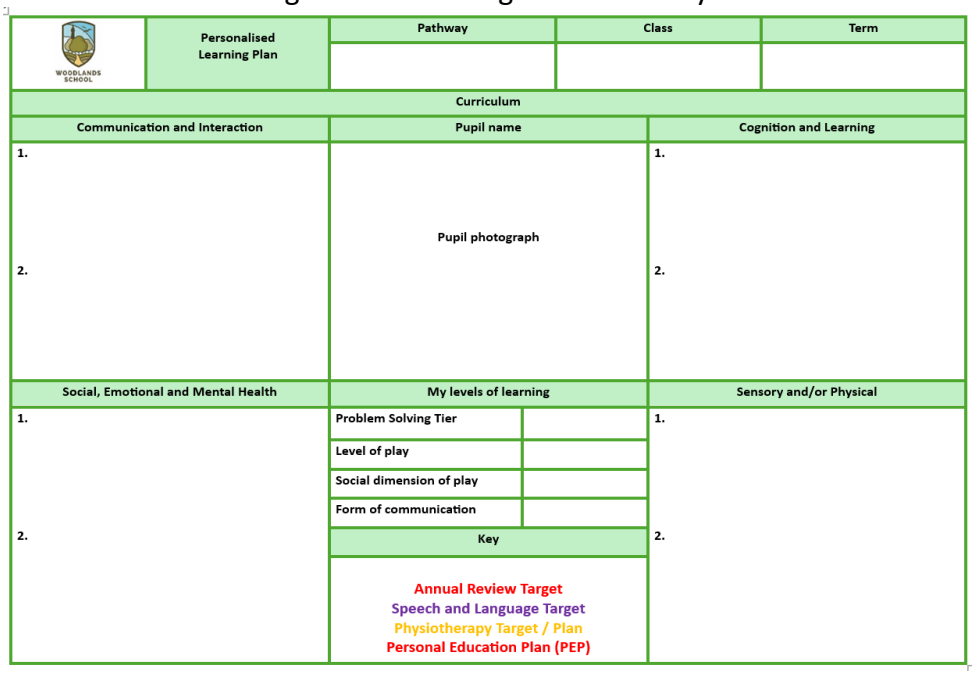
- Pupils have diverse and complex learning needs.
- Small steps of progress are significant and meaningful.
- Progress may be non-linear.
- Personal development, communication, independence and wellbeing are as important as academic attainment.
- Comparison with peers or national benchmarks may not accurately reflect achievement.

Assessment of Foundational Knowledge

Assessment of foundational knowledge is ongoing and informs teaching, learning, and curriculum planning. Staff use observations, evidence of learning, pupil responses, and everyday interactions to identify what pupils know, understand, and can apply. Progress is measured from individual starting points, recognising small but significant steps in learning. Assessment focuses on the application of knowledge in meaningful contexts, such as following routines, communicating needs, developing independence, understanding social expectations, or applying functional skills. Regular review ensures learning remains ambitious, relevant, and responsive to each pupil's needs, supporting progress towards greater independence and preparation for adulthood.

Personalised Learning Plans (PLP's) and Personalised Learning Intentions

Every one of our pupils has their own PLP which outlines their own personal learning intentions for each of the 4 areas of need – communication, cognition and learning, social, emotional and mental health and physical development. These are agreed at the pupils annual review and their progress is measured against these learning intentions using a RAG score system.



	Personalised Learning Plan	Pathway	Class	Term

Curriculum		
Communication and Interaction	**Pupil name**	**Cognition and Learning**
1. 2.	Pupil photograph	1. 2.
Social, Emotional and Mental Health	**My levels of learning**	**Sensory and/or Physical**
1. 2.	Problem Solving Tier Level of play Social dimension of play Form of communication **Key** Annual Review Target Speech and Language Target Physiotherapy Target / Plan Personal Education Plan (PEP)	1. 2.

Evidence for Learning (EFL)

EFL is used to document observations, videos, and photographs to evidence pupil progress throughout the year. As EFL supports any assessment framework and any assessment model we use it across ALL pathways with ALL pupils. The table below shows the assessment frameworks we use in each pathway and the evidence we collect, as well as statutory assessments and accreditations that we carry out.

Pathway specific assessment				
Ipsative Assessment Individual pupil progress is measured against their personalised learning outcomes, which are agreed upon during the Annual Review. EFL is used to document observations, videos, and photographs to track progress throughout the year. Teachers will combine this evidence with their understanding of the pupils and use professional judgment to assess progress towards these outcomes on a termly basis. They will assign a (Red, Amber, Green, Blue) score to indicate whether the pupil is emerging, developing, expected, or exceeding, and will identify the next steps. Pupil progress meetings are held each term to monitor progress, with regular team and whole-school reflection and moderation ensuring the quality and accuracy of the evidence and judgments. These are led by the Headteacher and Deputy Headteacher.				
Pathway Curriculum	**Subject Area**	**Assessment tool**	**Recording evidence**	**Annual Statutory Assessment / Accreditation**
All	All	Pupils that move between pathways to be baselined on new progression maps within 6 weeks. At termly assessment points rag score each area that has been taught – even if the pupils have not made progress (do not reassess if the area has not been revisited /taught)	Minimum expectation for evidence is 1 piece of evidence per pupil when the outcome is consolidated – more evidence can be uploaded if appropriate.	
	Wider Curriculum	No assessment needed	Woodlands Wider Curriculum evidence will be logged using the Wider Curriculum tag or on relevant frameworks.	
Foundation (EYFS)	All areas of EYFS framework	Birth to 5 matters (with CoEL)	Birth to 5 matters (with CoEL)	EYFS profile Phonics screening check (year 1)
	Phonics	Woodlands Rainbow Phonics progression map (Phase1) Woodlands Rainbow Phonics progression map (Phase 2-5)	Woodlands Rainbow Phonics progression map (Phase1) Woodlands Rainbow Phonics progression map (Phase 2-5)	Reception Baseline assessment Pre-Key Stage standards on EfL (KS1-KS3)
	Pupils to be baselined on the Life Skills Tracker and PE checklist at the end of the academic year if they are moving into main school pathways			
Discoverers (Semi formal)	Communication (communication and interaction handbook)	Woodlands Communication progression map	My Communication tag	
	Literacy - Equals formal curriculum	Woodlands Writing progression map Woodlands Reading progression map	Woodlands Writing progression map Woodlands Reading progression map	Pre-Key Stage standards 1-2 (KS1-KS3)
	Mathematics – Equals formal curriculum	Woodlands Mathematics progression map	Woodlands Mathematics progression map	Pre-Key Stage standards 1-2 (KS1-KS3)
	Woodlands Rainbow Phonics (Phase 2-3)	Woodlands Rainbow Phonics progression map (Phase 2-5)	Woodlands Rainbow Phonics progression map (Phase 2-5)	Phonics screening check (year 1)
	My Thinking and Problem Solving	No assessment needed	My Thinking and Problem Solving tags	
	The World about me	No assessment needed	The World About Me tag	
	My Play and Leisure	No assessment needed	My Play and Leisure tag	
	My Physical Well-being	Woodlands PE Checklist (minimum annually)	My Physical Well-being tags	
	My Outdoor School	No assessment needed	My Outdoor School tag	
	My Relationships and Sex Education	Woodlands RSE progression map	Woodlands RSE progression map	
	My Independence	Woodlands Life Skills progression map	Woodlands Life Skills progression map	
	My Art	No assessment needed	My Art tag	
	My Drama	No assessment needed	My Drama tag	
	Music – Charanga	No assessment needed	Music tag	

Adventurers (Semi formal)	Communication (communication and interaction handbook)	Woodlands Communication progression map	My Communication tag	
	Literacy - The Literacy Tree	Woodlands Literacy Tree progression map	Woodlands Literacy Tree progression map / workbooks or pupil files	Pre-Key Stage standards 2-4 (KS1-KS3)
	Woodlands Rainbow Phonics (Phase 3-5)	Woodlands Rainbow Phonics progression map (Phase 2-5)	Woodlands Rainbow Phonics progression map (Phase 2-5)	
	Mathematics – White Rose Maths	Woodlands White Rose Maths progression map	Woodlands White Rose Maths progression map / workbooks or pupil files	Pre-Key Stage standards 2-4 (KS1-KS3) Times tables check (year 4)
	Science (Strata)	Woodlands Strata Science progression map	Woodlands Strata Science progression map / workbooks or pupil files	
	My Thinking and Problem Solving	No assessment needed	My Thinking and Problem Solving tags	
	The World about me	No assessment needed	The World About Me tag	
	My Play and Leisure	No assessment needed	My Play and Leisure tag	
	My Physical Well-being	Woodlands PE Checklist (minimum annually)	My Physical Well-being tags	
	My Outdoor School	No assessment needed	My Outdoor School tag	
	My Relationships and Sex Education	Woodlands RSE progression map	Woodlands RSE progression map	
	My Independence	Woodlands Life Skills progression map	Woodlands Life Skills progression map	
	My Art	No assessment needed	My Art tag	
	My Drama	No assessment needed	My Drama tag	
	Music – Charanga	No assessment needed	Music tag	
Pioneers (Formal)	Literacy - The Literacy Tree	Woodlands Literacy Tree progression map	Woodlands Literacy Tree progression map / workbooks or pupil files	Pre-Key Stage standards 4-6 (KS1-KS3) SATS (Year 6)
	Woodlands Rainbow Phonics (Phase 3-5)	Woodlands Rainbow Phonics progression map (Phase 2-5)	Woodlands Rainbow Phonics progression map (Phase 2-5)	
	Mathematics - White Rose Maths	Woodlands White Rose Maths progression map	Woodlands White Rose Maths progression map / workbooks or pupil files	Pre-Key Stage standards 4-6 (KS1-KS3) Times tables check (year 4) SATS (Year 6)
	Science (National Curriculum)	Woodlands National Curriculum Science progression map	Woodlands National Curriculum Science progression map / workbooks or pupil's files	
	History (National Curriculum)	No assessment needed	National Curriculum History tag	
	Geography (National Curriculum)	No assessment needed	National Curriculum Geography tag	
	Music – Charanga	No assessment needed	Music tag	
	My Thinking and Problem Solving	No assessment needed	My Thinking and Problem Solving tags	
	My Play and Leisure	No assessment needed	My Play and Leisure tag	
	My Physical Well-being	Woodlands PE Checklist (minimum annually)	My Physical Well-being tags	
	My Outdoor school	No assessment needed	My Outdoor School tag	
	My Independence	Woodlands Life Skills progression map	Woodlands Life Skills progression map	
	My Relationships and Sex Education	Woodlands RSE progression map	Woodlands RSE progression map	
	My Art	No assessment needed	My Art tag	

Voyagers (Informal)	Communication (Equals–informal and Communication & interaction handbook)	Woodlands Communication progression map	My Communication tag	The engagement model (engagement profiles)
	My Sensory Play	No assessment needed	Informal-My Sensory Play tag	
	My Physical Wellbeing	No assessment needed	Informal – My Physical Wellbeing tags	
	My Independence	Woodlands Life Skills progression map	Woodlands Life Skills progression map	
	My Outdoor school	No assessment needed	My Outdoor School tag	
	The whole informal curriculum will be evidenced on Woodlands Informal Curriculum Framework (states of being)			
Westbury	Literacy	Woodlands Literacy Entry Level progression map	Woodlands Literacy Entry Level progression map	Entry Level English
	Mathematics	Woodlands Mathematics Entry Level progression map	Woodlands Mathematics Entry Level progression map	Entry Level in Maths
	My Communication	Woodlands Moving on to accreditation progression map	Woodlands Moving on to accreditation progression map	Equals Moving On To Accreditation
	My Thinking and Problem Solving	Woodlands Moving on to accreditation progression map	Woodlands Moving on to accreditation progression map	
	My Shopping	Woodlands Moving on to accreditation progression map	Woodlands Moving on to accreditation progression map	
	My Outdoor School	Woodlands Moving on to accreditation progression map	Woodlands Moving on to accreditation progression map	
	My Cooking / Food Technology	Woodlands Moving on to accreditation progression map	Woodlands Moving on to accreditation progression map	
	My Travel Training	Woodlands Moving on to accreditation progression map	Woodlands Moving on to accreditation progression map	
	My Vocational Skills	Woodlands Moving on to accreditation progression map	Woodlands Moving on to accreditation progression map	
	My Relationships and Sex Education	Woodland RSE progression map	Woodland RSE progression map	

Reporting to parents

There are three parent meetings across the year in addition to the yearly meeting to review each learner's EHCP. Each term pupils individual learning journeys are sent home to parents and carers, and they focus on individual development, strengths and progress. Weekly activities are also shared via photographs and messages sent out on the Tapestry app.

Parents are welcome to contact class teachers to discuss the progress of their child at any time.

Pupil Progress meetings

Pupil progress meetings are held each term to monitor progress, with regular team and whole-school reflection and moderation ensuring the quality and accuracy of the evidence and judgments.

These are led by the Headteacher and Deputy Headteacher.

Conclusion

This curriculum handbook reflects our commitment to inclusive practice and high expectations for every learner. It is designed to support consistent, thoughtful provision that removes barriers to learning and promotes independence, confidence, and achievement. As we implement the guidance within this handbook, we will continue to work collaboratively with staff, families, and students to ensure that support is responsive, purposeful, and rooted in each learner's individual strengths and needs.

Together, we aim to create an environment where every child feels valued, supported, and empowered to succeed.

Together we raise aspirations for independence and lifelong learning.