

Paternoster School
Curriculum
2022/2023



Paternoster School Curriculum



Vision Statement

Our vision is for all pupils to have meaningful and personalised pathways and choices throughout their school years so their needs and aspirations can be met. Our exciting and aspirational curriculum has an emphasis on developing communication skills and independence, including practise and preparation for adult life, a focus on the creative arts, physical development, and enrichment opportunities. This provides excellent opportunities for our pupils to be included and contribute to the wider community.

Communication, Language, and Interaction Pathway Statement

A strong focus will be placed on the use and acquisition of Communication, Language, and Interaction skills for every pupil. This will ensure that their learning develops, and confidence, independence and self-esteem grow. Our aim is for all pupils to become active, valued and heard members of their school and wider community. Every pupil will be offered a consistent pathway for Communication, Language, and Interaction progression, which will be constantly reviewed and adapted to meet their needs. Opportunities to develop these skills will be provided throughout the school day and is embedded into all learning for every pupil.

Rationale

Our pupils are provided with learning experiences that are relevant, interesting, and challenging, and offer opportunities for progression through our Yellow and Blue Curricula. Both offer a means of making subtle distinctions through sequential learning pathways between individual/groups of learners, and through the degree of curriculum formalisation they will experience in either building the prerequisites for, or working within, a more 'conventional' National Curriculum type approach.

Pupils' individual journeys are not defined by age, but by need and achievement based on their EHCP and curriculum learning outcomes, that are broken into small steps. Each subject sequential learning pathway covers the skills, knowledge and understanding necessary for our pupils to make the best progress possible in their learning. Individual learning needs such as readiness to learn, are further met through bespoke intervention programmes for enhanced personalisation. The personalised approach to the curriculum ensures we can meet the needs of all our pupils. Some pupils also receive additional funding e.g., Pupil Premium, Covid-19 Catch Up Funding, Recovery Premium Funding; the impact of any interventions funded through these is monitored to ensure that they support progress.

Chronological Progression

There needs to be breadth of learning throughout pupils' time at school, especially if they will be staying within the same learning cohort (e.g., Yellow Curriculum). There should be variation in experiences / learning within a topic, whilst ensuring that the learning is developmentally appropriate. Whilst there may be whole school learning topics, the planning, learning and delivery may differ between classes. Priorities based on EHCP outcomes, IEP small steps, pupils' age, need, motivation and learning style will help build the curriculum.

EYFS

EYFS Pathway (Nursery 1, 2 and Reception)				
<i>Prime areas</i>	Communication and Language	Physical Development		Personal Social and Emotional development
<i>Specific areas</i>	Literacy	Mathematics	Understanding the world	Expressive arts and design

Children in the Early Years Foundation Stage (EYFS) are usually in mixed key stage classes due to small numbers. Children follow the statutory EYFS framework and ethos which is delivered through the Yellow Curriculum.

The areas of learning and development

There are seven areas of learning and development that shape the EYFS programme. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The prime areas are:



Communication and language



Physical development



Personal, social, and emotional development

Children are also supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:



Literacy



Mathematics



Understanding the world



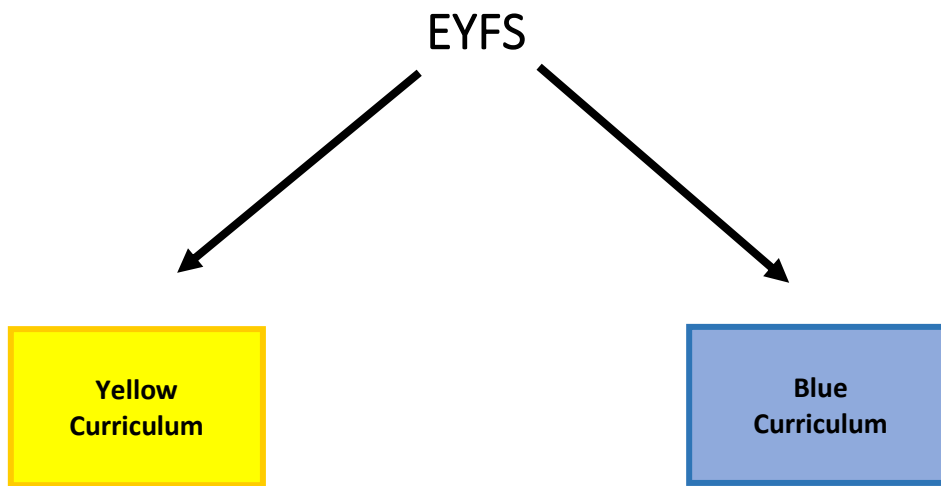
Expressive arts and design

Characteristics of Effective Learning

Throughout the EYFS pathway, staff reflect on the characteristics of effective learning, which include:

- Playing and exploring: children investigate and experience things, and 'have a go'.
- Active learning: children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

At the end of the reception year, children are assessed against the EYFS outcomes and continue their journey on one of the curricula below:



The Yellow Curriculum

For learners with profound, multiple, and complex learning needs and typically working between Paternoster Steps (PS)1-PS4, and at a developmental level of between 0 and 18 months. Pupils access a curriculum that enables them to develop a sense of security in the school environment, which is comprehensible and meaningful to them. The focus is upon enabling them to develop meaningful communication skills and to establish positive interactive relationships with others, to proactively explore the world around them, gaining environmental control skills. All pupils will be given maximum opportunities to achieve the highest level of independence possible.

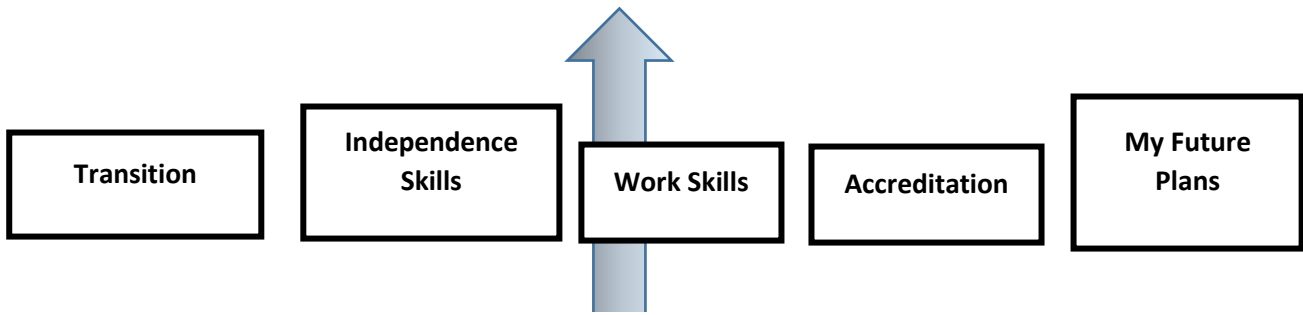
The Blue Curriculum

For learners with severe learning difficulties, autism and SEMH working broadly from Paternoster Steps (PS)5+. Pupils access the range of National Curriculum subjects for their Key Stage, modified in the light of their developmental level, special educational needs, following the school's subject sequential learning pathways. Many pupils have additional needs such as speech therapy and physiotherapy which are covered both within subjects and in discrete lessons (e.g., a pupil may be withdrawn to work on visual perceptual skills or independent mobility). Life-skills, independence skills and careers will also form a large part of the secondary curriculum. There is a high level of structure, but we nevertheless avoid making the Blue Curriculum too abstract; teachers ensure that learning is linked to practical activities and consolidated and applied in practical sessions. Older pupils following this pathway follow Asdan accreditation courses.

Both curricula have four core areas:

Communication	Thinking and Learning	Physical development, health, and wellbeing	Personal development and mutual understanding (primary) Learning for life and work (secondary)
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Curriculum Progression Map



What about Post 16 preparation for leaving school?



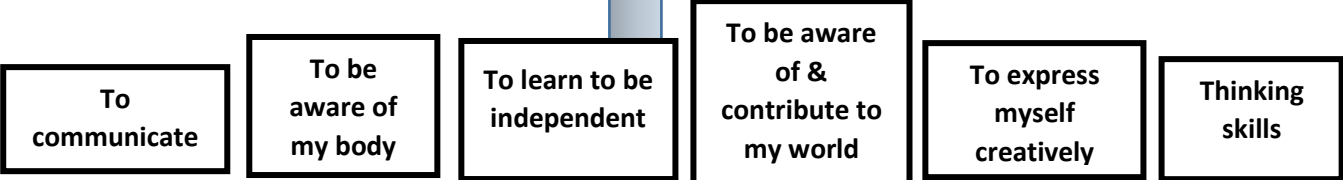
How will you know if I am making progress?



Where will my learning outcomes come from and how will you ensure that my learning is broad and balanced?



How will you make it relevant to me?



What do we all need to learn at school?

Each pupil will follow their own individual pathway based on building blocks from each section above.

Yellow Curriculum

By the time the pupils leave our school they will be able to communicate their wishes, needs and thoughts simply and effectively and will be self-fulfilled in a cared for environment. They will be valued and purposeful members of the local and wider community.

Communication	Thinking and Learning	Physical development, health, and wellbeing	Personal development and mutual understanding (primary) Learning for life and Work (secondary)
Communication, Language, and Interaction	Maths English (early reading and writing)	PD PSHE/RSE	PSHE/RSE RE

- For learners with profound, multiple, and complex learning needs working at Paternoster Levels 1 - 6 and at a developmental level of between 0 - 18 months.
- Curriculum content is derived from our four core sequential pathways (above), which are both highly interrelated and dependent on each other, as well as pupils' individual EHCP Learning Outcomes and IEP small steps. All subject areas, activities and learning experiences (including foundation subjects) are delivered through these four pathways.
- Learning takes place through experiences and activities that are planned around the robust assessment of pupils' needs in these areas and can be linked, where appropriate, to the school's annual topics.
- All pupils following the Yellow Pathway have a Happiness Profile, which grows with them through their journey at Paternoster School and is a complete overview of the pupil. Parents and therapists contribute to this document.
- Please see 'The Teaching Guide to the Yellow Curriculum' for further information.



Blue Curriculum

By the time pupils leave our school they will be able to make informed, independent decisions which allow them to be valued, purposeful members of the local and wider community. This involves making their needs known in an appropriate manner and ensures they can stay safe, can look after their health, mental health, and hygiene, use their leisure time appropriately, build relationships and communicate effectively with others, including at college and in the world of work.

Communication	Thinking and Learning	Physical development, health, and wellbeing	Personal development and mutual understanding (primary) Learning for life and work (secondary)
Communication, Language, and Interaction	Maths English/Phonics Humanities Science Computing The Arts (music, art, drama)	PE/PD PSHE/RSE	PSHE/RSE RE DT/Home Economics Careers

- For learners with Severe Learning Difficulties, Autism and SEMH working broadly from Paternoster Levels 6 – 12.
- Subjects are usually more discreetly taught; transitions and pace of learning tends to be faster.
- Subject content is derived from the school's sequential learning pathways (adapted from the National Curriculum) and modified in the light of pupils' developmental levels and special educational needs. Pupils' individual EHCP Learning Outcomes and IEP small steps are incorporated into this planning, however, some may need to be delivered discreetly.
- Life skills, independence skills and work-related learning skills also form a large part of the curriculum. There is a high level of structure, but we nevertheless avoid making the Blue Pathway too abstract; teachers ensure that learning is linked to practical activities and consolidated and applied in practical sessions.
- KS4 pupils will follow our Moving on, moving up Curriculum and access Entry level and Asdan accreditation as appropriate.



Termly Topics

Termly topics are in place across the whole school to provide a context for learners to engage with the curriculum. The topics add a dimension to all curriculum areas and connects them. As all the pupils are in mixed key stage classes, the themes have been planned as a whole school topic. The rolling plan of topics has been written to provide varied contexts for learning.

Curriculum Topic Cycle

	Autumn	Spring	Summer
2019-20	The Greatest Show on Earth	Nature Detectives	(Around the World in 80 days) Recovery Curriculum
2020-21	Around the World in 80 days	Space	Paternoster Cadets
2021-22	Traditional Tales	Inventors	Water, Water Everywhere
2022-23	Time Detectives visit	Wild Planet	

The importance of 'play'

Learning to play is a vital skill and pupils will be given opportunities to develop this both in and out of the classroom. For some of our pupils it will form the bedrock of their education and it is as important as teaching English and maths.

Functions of play

- To learn new skills in a safe environment
- To explore own body and senses and the surrounding world
- To develop a safe understanding of emotions of both self and others
- To experience interaction with others
- To develop flexibility of thought
- To develop Theory of Mind

Pupils with SLD are unlikely to learn spontaneously and will find the art of generalising one learned experience of play into another very difficult (Athey, 2007). There are many aspects of free play in particular that those with SLD will find challenging, e.g., they will have difficulties with the abstract nature of creative play, they will have poor expressive and receptive communication skills and they may well have problems with flexibility of thought, perhaps engaging in rigid routines which prevent the

development of play skills. They will be delayed in their understanding of representation, which is critical to symbolic play. The lists of limiting factors may explain why children with SLD struggle to play but the fact that they struggle to play may also contribute to the establishment and continued existence of these limiting conditions. If we can teach children with SLD to play, we can help them to break into creativity, thinking, problem solving, formulating, and maintaining relationships, purposeful self-engagement, narrative and storytelling, theory of mind and developing self-confidence, self-belief, and self-esteem.

Levels of Play

- Sensorimotor/exploratory
- Relational – exploring properties of objects
- Functional play – using as designed
- Symbolic or pretend play – using something to stand for something else
- Socio-dramatic – acting out situations with roles

(Sherratt and Peter, 2002)

This is not necessarily a linear process . . .

Social dimensions of play

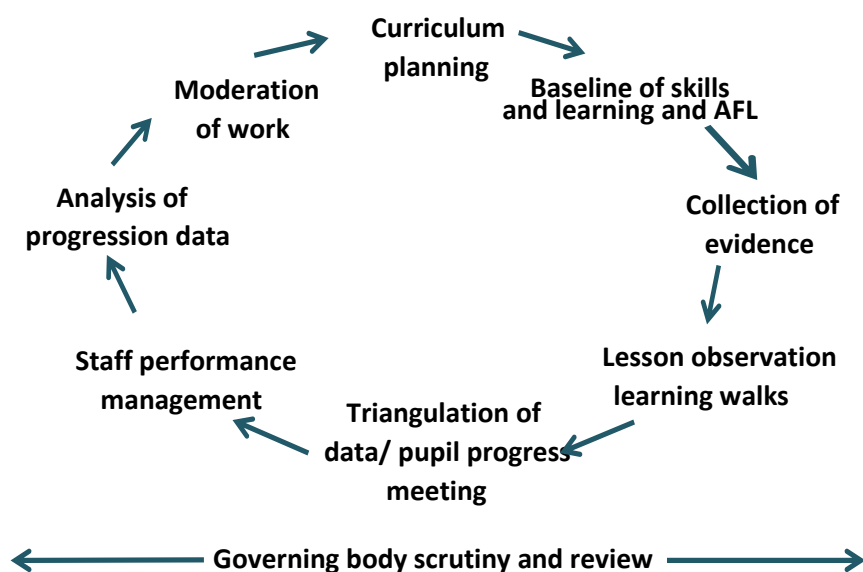
- Solitary
- Parallel
- Shared
- Turn-taking
- Co-operative

There are two broad types of play that we aim to develop:

- Free play – process based, fluid rules, child led, adult modelled and may cover all levels and social dimensions of play
- Structured play (games) – product based, rule bound, adult led, adult-modelled.

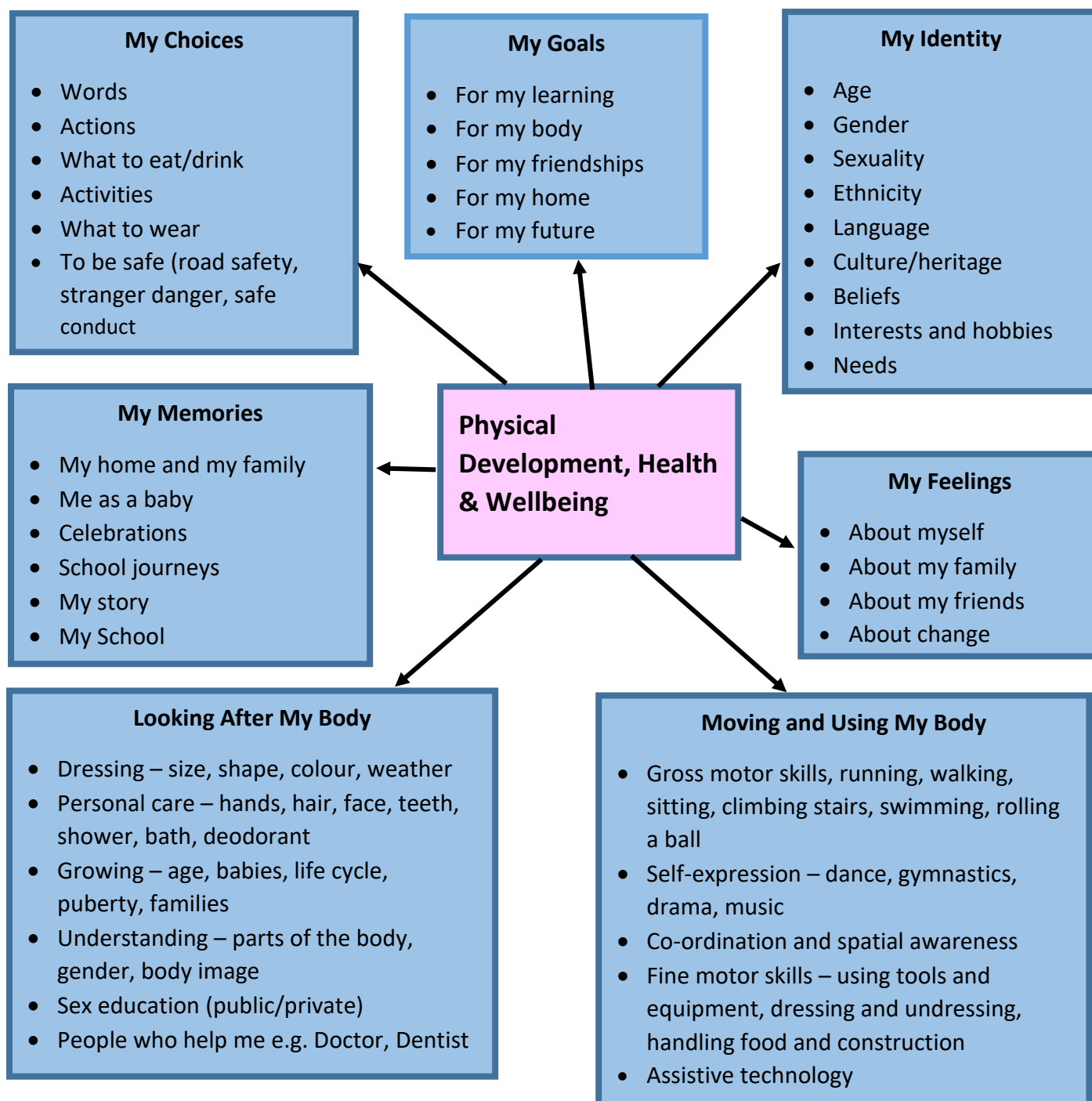


Monitoring and evaluating curriculum impact

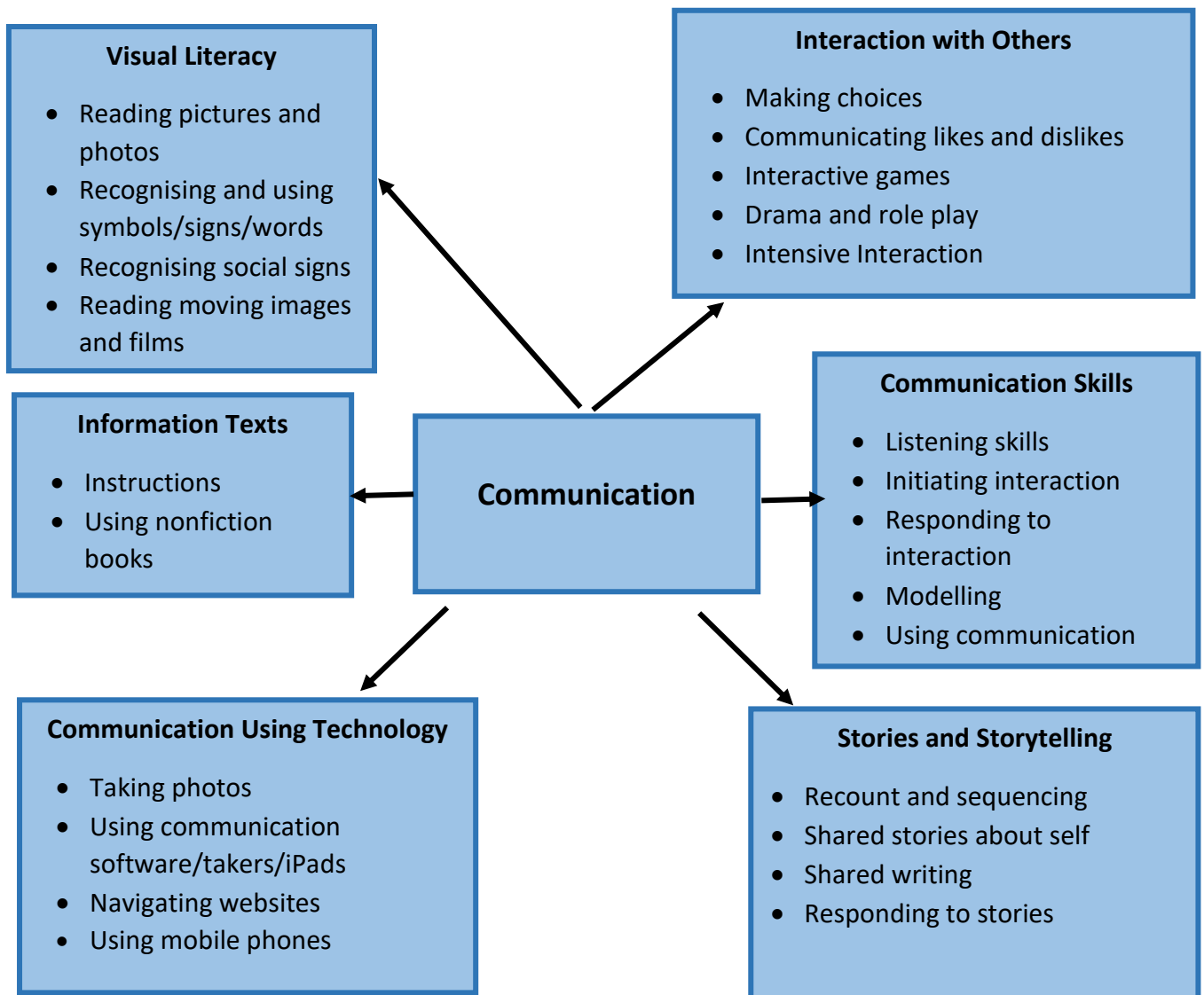


- The curriculum is rigorously monitored and evaluated through the school's annual Quality of Education Monitoring and Evaluation Schedule. This is carried out by the SLT, LAB members, SIP, and the CEO/MAT Head teachers.
- Each pupil's progress is discussed as part of the teacher's performance management and includes triangulation of available data and assessments, work scrutiny and observation/pupil voice.
- To validate our assessments, teachers take part in internal and external school moderation and work scrutiny. Further moderation takes place as part of a partnership with other MAT schools.
- School uses a 'basket of indicators' to capture the full picture of pupil progress. The range of measures and assessments used are different across the key stages in school. These measures include:
 - IEP small steps based on priority learning outcomes in pupils' EHC plans (reviewed three times a year)
 - Baseline and end of year unit assessments in core areas of the curriculum
 - Pupil progress meetings three times a year.
 - Pupil book-looks/evidence of learning over time
 - Development Matters for EYFS
 - Behaviour data (SLEUTH)
 - Therapy targets
 - Externally accredited courses
 - Attendance data
 - Recovery Levers
 - Boxall Profile
 - Professional conversations with teachers three times a year.
 - Baselines in core subjects.
 - Lesson visits.
 - Internal/external moderation.

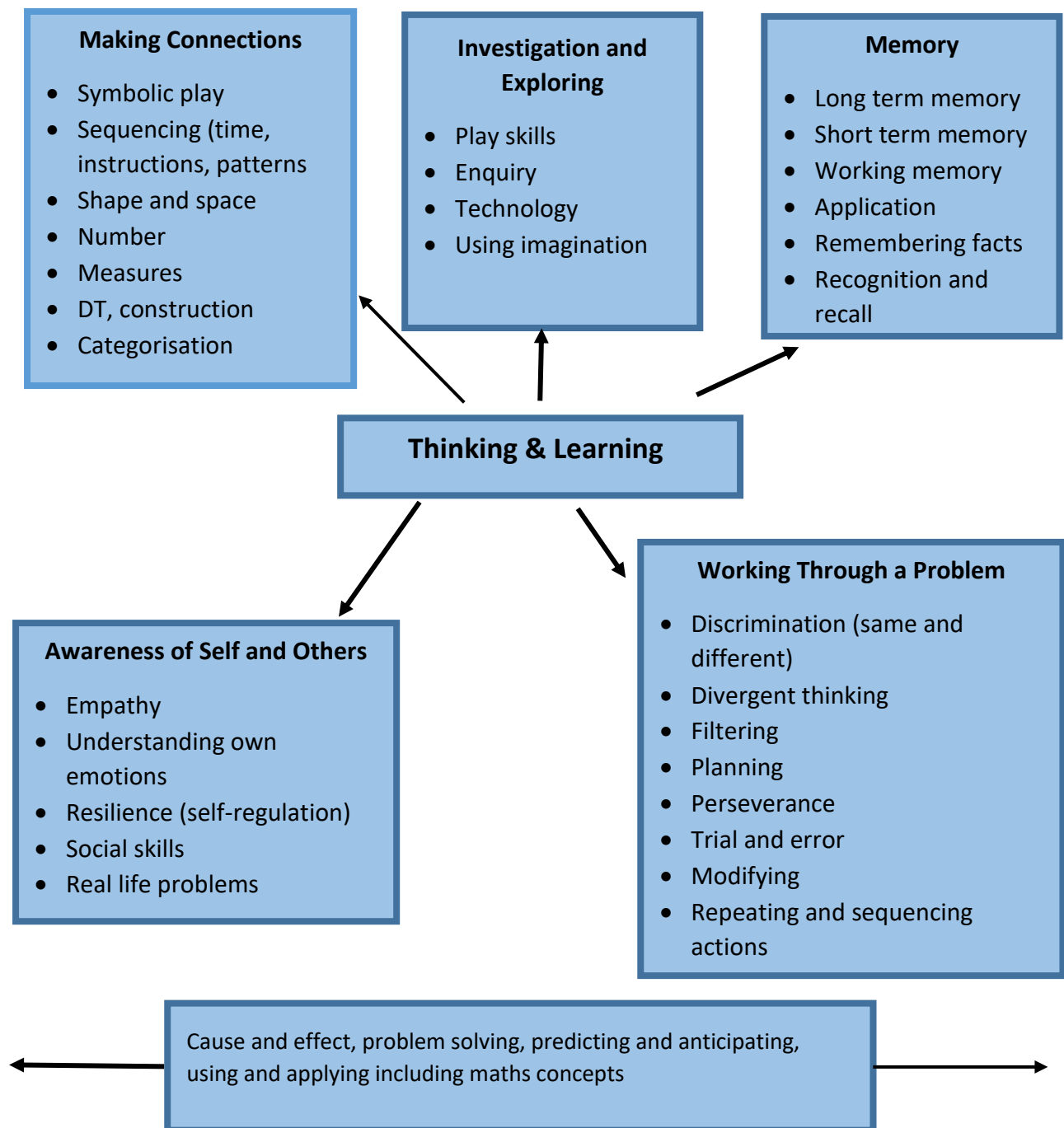
Curriculum Areas:



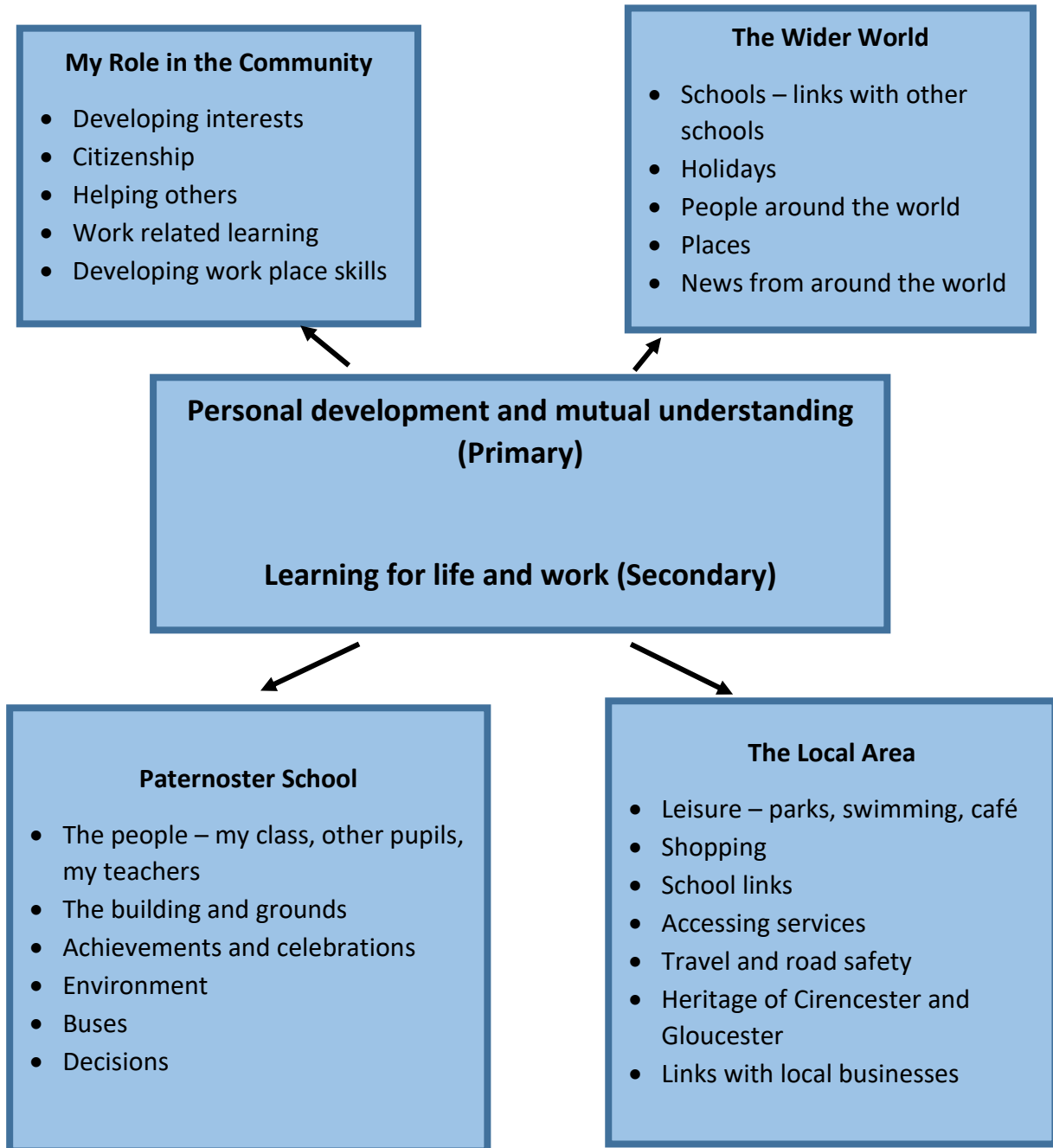
In this area, learners enhance their overall health and well-being. They also learn about personal care, healthy eating, and safer lifestyle choices. This curriculum area also has a strong emotional and social dimension. Learners are supported to understand their feelings and their behaviour.



In this area, pupils develop their expressive and receptive skills through speaking and listening or drama activities. They also work with basic functional literacy for everyday life, such as social signs. In addition, they encounter literacy and inclusive writing activities. Where appropriate interventions such as Bearing Away/Dancing Bears, POPs are used to support the development of core literacy skills.



This area develops thinking skills in their broadest sense and includes maths. In 'My Thinking', learners encounter situation-based and contextualised problem-solving activities. This area explores patterns and sequences, social and moral dilemmas, language for thinking, pattern, memory, and ways of finding new information.



In this curriculum area learners develop their understanding of the people around them. They explore diversity within class and school through areas such as religion and heritage. They also explore the local area and how to access services. This curriculum area has strong links with Work Related Learning. The emphasis is on participating in the community e.g., self-advocacy. This area explores global citizenship, as well as rights and responsibilities.

Religious Education

Religious Education remains a statutory subject in Key Stages 1-4. At Paternoster School, Religious Education is taught to all classes, either through focussed R.E. lessons or integrated into other curricular areas and covers Christianity and other faiths. R.E. at Paternoster is included at an appropriate level for all pupils. The aim of religious education is not only to learn about different religions and faiths, but also to help the pupils understand cultural differences and similarities, to promote greater respect and tolerance of others and to appreciate the importance of these to people's lives. We endeavour to help our pupils understand and accept 'difference' so that they are prepared for life outside the school in modern Britain.

The Religious Education curriculum is planned from the Gloucestershire Sacre Syllabus for RE (2017-2022, now extended to 2027). Pupils study the main beliefs and festivals of the major world religions, investigate artefacts, and visit places of religious worship.

Yellow Curriculum: Gloucestershire Sacre Syllabus is adapted using the Five Keys approach, which allows teachers to creatively plan and deliver the RE curriculum in an appropriate way and at the correct level of understanding for our pupils. Pupils should have opportunity to frequently access a range of multi-faith experiences such as visiting a church or opportunity to experience calm, awe and wonder.

Blue Curriculum: pupils following this pathway are encouraged to make sense of beliefs, make connections, and understand the impact, however, the Syllabus questions looked at should be chosen by appropriateness rather than age related. A Syllabus question can also be adapted to suit needs, and teachers may also wish to extend them by looking at the resources suggested within the higher-level questions. Pupils also need opportunity to experience 'spirituality' – time to be calm, to reflect and to develop sense of wellbeing. RE should be discretely planned and delivered.

Collective Worship

"Provision shall be made to secure that, so far as practicable, every pupil attending a special school will attend religious worship and receive religious education or will be withdrawn from attendance at such worship or from receiving such education, in accordance with the wishes of parents." Education Act 1981.

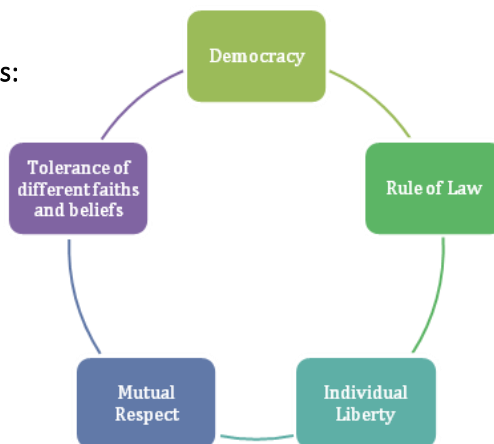
In keeping with the requirements of the law, provision is made for acts of worship, which are wholly or mainly Christian in character but not distinctively of any denomination. We bring the classes together regularly throughout the week for collective worship and our assemblies are used as a time for thought, reflection, and celebration, where pupils can examine, question, and further develop their thinking. It is therefore regarded as a valuable teaching and learning opportunity.

Parents who do not wish their child to attend religious worship or religious education should inform the Head teacher of this in writing. Separate arrangements will be made for their supervision at these times.

British Values at Paternoster School

At Paternoster School we promote British Values through our spiritual, moral, social and cultural 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:

- The ability to communicate is the most important area of learning. We ensure that pupils are given a 'voice' to communicate. The method of using this 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing, body language or an electronic communication aid.
- We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.
- Each class (other than Elm) elects a representative to the Student Council, who meet regularly to make suggestions about the running of the school and decide how to spend a small budget.

Rule of Law:

- We involve pupils in setting codes of behaviour (classroom ethos); helping pupils to make decisions and choices that are acceptable to the school community and society at large.
- Pupils are helped to learn to manage their behaviour and take responsibility for their actions.
- Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help some pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty:

- Pupils at Paternoster are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible.
- We endeavour to demonstrate that everyone has rights; this includes the right to say 'No' to ideas or activities that they do not want to take part in or make them feel uncomfortable. Some pupils will be able to take responsibility for roles and to understand that with certain rights

comes a level of responsibility. Learning to do things independently is an important part of learning to understand yourself.

- We support others by participating in charitable events such as, Red Nose Day/Comic Relief, Children in Need and Jeans for Genes Day. At Paternoster, we believe that by engendering a caring and helpful environment and by learning to be independent can boost and nurture a healthy self-esteem.

Mutual Respect:

- We promote each pupil's inclusion, where possible, in a range of activities, settings and locations.
- Planned events and activities are organised for pupils to go into the community to meet with a range of people in a variety of situations which include sports events, community events and shared participation with other schools/colleges.
- It is important to facilitate opportunities for Paternoster to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

Tolerance of different faiths and beliefs:

- Paternoster serves a multi-faith community where each person is respected and valued equally without regard to ability, gender, faith, heritage, or race.
- Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing opportunities to participate in events and celebrations which broaden all pupils' experiences and awareness of others.
- Our Assemblies help all pupils to find out about themselves and others, linking their lives to the communities to which they belong. The themes cover areas such as: friendships, helping others, going for goals, getting on and falling out, and celebrations from a range of faiths and world events. Our assemblies are also a celebration of pupil achievement.
- Pupils are encouraged to experience British culture and values through our curriculum themes. Pupils visit a wide range of local and national venues, including day trips and, for some, residential. We also invite visiting theatre groups to perform plays. As a school, we take part in local sporting activities which help to instil fair play and engender a team spirit.
- The staff work closely with parents, carers, and other professionals to ensure that the pupils at Paternoster are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

Democracy

- Curriculum led by the children's interest.
- Continuous provision facilitates free choice.
- Opportunities for children to voice their opinions.
- Opportunities for daily choice of activities.

Rule of Law

- School rules explicitly taught and discussed.
- School rules displayed at child height and used by the children.
- School rules and routines implemented consistently.
- Behaviour policy - rewards and sanctions - opportunities to reflect on behaviour
- Support children to develop and adhere to appropriate and acceptable behaviour boundaries
- Assemblies linked to school rules.
- Understanding of right and wrong taught explicitly- stories and behaviour- linked to feelings- sympathy and empathy.

Mutual Respect

- Cultural festivals.
- Religious activity days.
- Link to Trinity Church.
- Festival assemblies.
- Visit to church.
- Equalities policy and accessibility plan.
- Awareness of others – empathy and charity
- Respect for Differences and Disabilities.
- Awareness of differences amongst themselves and others - within families and other cultures.
- British special days observed/celebrated e.g. Remembrance Day and Bonfire Night.
- Teaching about British weather, birds, flowers and animals.
- Use of British artists/sculptors

Promoting BRITISH VALUES

Personal Responsibility and Liberty

- Home school diaries and agreement.
- School values taught and displayed.
- Class assemblies re: values.
- Responsibility for own actions re: class rules, school rules, respect for environment and respect for property.
- Attitude to Learning.
- Rules around following health and safety.
- Development of critical thinking.
- Questioning skills.

Tolerance of Culture, Faith and Others

- Explicit teaching.
- Specific interventions to support Respect.
- Cultures and traditions explored- respect for artefacts- manners, use of cutlery etc.
- Looking after property.
- Turn taking, waiting, sharing.
- Explicit teaching of manners- Snack and meals.
- Religious Festivals observed.
- Competitive games.
- Positive relationships built and nurtured.
- Respect for visitors.
- Understanding friendships and making friends.
- Speaking and Listening behaviours.

Relationships, Health and Sex Education

Paternoster School consulted with parents, staff, and stakeholders regarding the new RSE Policy in October 2019. A new policy and the curriculum were implemented in the spring term 2021.

SMSC

SMSC stands for spiritual, moral, social, and cultural development. All schools in England must show how well they support children's SMSC development.

At Paternoster we define the aspects of SMSC as follows:

Spiritual: The opportunity to explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.

Moral: The opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.

Social: The opportunity to use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.

Cultural: The opportunity to explore and appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

The school delivers SMSC through the core areas of our curricula, which are differentiated to meet the needs of all pupils. SMSC is woven through every aspect of our school life and is integral to everything we do.

Spiritual Development

- Acknowledging wonders of nature as they happen e.g., seasons, bird watching, mini- beasts etc.
- Cycle of Life- birth to death- animals and plants.
- Reflective Questions/Thoughts - e.g. What if...? Why? and how?
- Celebrations of different faiths and cultures.
- Promotion of respect of own and different cultures.
- Remembrance Day.
- The Pink Curriculum followed weekly.
- Faith stories.
- Areas to promote talking and thinking.

Moral Development

- Sharing experiences i.e., own, visitors, staff and people of different cultures/faiths.
- Promoting acceptance and sensitivity to other cultures and beliefs.
- Understand and appreciate their own cultural influences and those of others.
- Awareness of the Royal Family and other important people.
- Awareness of leadership i.e., at home, at school and the wider world e.g., country.
- Celebration of important events e.g., Olympics, Royal Wedding, Elections etc.
- Awareness of global issues that impact on the children's lives e.g., natural disasters.
- Charity events in school e.g., Children in need, Comic relief, Islamic etc.
- Awareness of different countries and ways of life e.g., through geography.

SOCIAL, MORAL, SPIRITUAL, CULTURAL

Social Development

- Getting to Know You during Autumn Term.
- Focus on Making Friends and what is a good friend.
- Sharing and turn taking.
- Skills for speaking and listening.
- Co-operative work, talk partners, peer work.
- Relationships with each other and parents.
- Daily snack and meal times.
- Regular group activities - promoting good manners.
- Targeted support to promote confidence.
- Involvement in classroom routines- opportunities to exercise leadership and responsibility.
- Different Groupings.
- Transition times – modelled, rehearsed and positively encouraged.

Cultural Development

- Consistent adherence to the school Behaviour Policy.
- Positive behaviour rules displayed.
- Displays to promote values.
- Understanding - rewards and sanctions.
- All staff leading by example.
- School policies (equal opportunities, Inclusion, SEND, Racial).
- Moral stories - recognition of wrong and right.
- Acceptance and Celebration of similarities and differences.
- Learning environment - allowing for choice and moral choice making.
- Tolerance and acceptance of others' views.
- Taking responsibility for own actions.
- Inclusive ethos.

Phonics and Reading Schemes

At Paternoster School we consider enjoying and experiencing books and reading to be one of life's most enriching skills. We aim to create a stimulating environment where children are encouraged to engage with and experience books and all forms of written material. The reading and literacy opportunities that we provide reflect the unique learning needs of our pupils. We provide a range of experiences that include multi-sensory approaches and encourage practical application of reading to support the development of life skills. Every pupil participates in daily phonics and regular story-telling sessions that are fun-filled opportunities to develop speaking and listening skills, and where the emphasis is on children's active participation.

At Paternoster School we follow a whole-school phonics and reading sequential pathway which is based on robust assessment and on choosing the right pathway and tools for each individual pupil. It is essential that pupils have a firm foundation of early phonics skills at Phase 1. This includes the teaching of sound discrimination – environmental sounds, instrumental sounds, body percussion, rhythm and rhyme and voice sounds. Once these skills are embedded, children progress to the next Phase where we continue to teach phonics (Phase 1 Twinkl phonics Phase 2 up – Read write inc) Interventions 'Dancing Bears', and POPs whole word reading. We acknowledge that some of our children may require greater opportunities to robustly acquire skills at Phase 1 and may continue to generalise these skills throughout their school life. Some of our pupils may learn to read using a whole word approach to reading, which places emphasis on developing social sight and functional vocabulary.

Currently pupils at Paternoster School do not undertake statutory testing, including the phonics screening check at the end of Year 1.

As pupils progress through the school, they use the phonics and reading skills that they have acquired to gain national accreditation in preparation for adult life.

Subjects away from school

Swimming and Hydrotherapy

Where appropriate pupils in Key stage 2, 3, and 4 can develop their confidence and swimming skills with swimming sessions for part of the year. These pupils swim at Cirencester Leisure Centre under the instruction of swimming teachers. These pupils have the opportunity to develop their swimming skills and learn different swimming strokes. In addition, pupils throughout the school with profound and multiple difficulties and complex needs participate in weekly hydrotherapy sessions all year round. Swimming sessions will include water games to develop their confidence and understanding of water safety.

Horse Riding

Some pupils in school participate in weekly horse-riding sessions at Talland Riding School in Quenington for the academic year. These are wonderful sessions for the pupils where they can develop not only their horse-riding skills but also have therapeutic opportunities to develop their social and emotional needs.

Forest School and Scrubditch Farm

Forest School and Scrubditch farm are both inspirational experiences, that offer all learners regular opportunities to achieve and develop confidence and self-esteem through practical learning experiences in a woodland, natural environment with trees or a farm environment. Most classes attend Forest school and Scrubditch farm at different points throughout the academic year.

Sailing

Pupils participate in sailing activities at Whitefriars, South Cerney, where they learn a wide variety of skills that prepare them for adulthood.

Acknowledgements

We would like to acknowledge and thank the following:

Ashlea School Curriculum which was hugely influential in writing the curriculum

Swiss Cottage School Curriculum

Peter Imray – The Bridge School - Teaching Children and Young People with Severe or Profound and Multiple Learning Difficulties

Penny Lacey

Equals Play and Leisure Schemes of Work