

Alfreton Park School Curriculum Overview

At Alfreton Park, our aim is to provide a broad, balanced, relevant and personalised curriculum that accommodates and supports the needs of our pupils in preparation for their adult life. We have high expectations of all of our pupils and have created a curriculum with activities that are stimulating and will encourage and support the learning of all pupils. Our vision is that pupils, staff, families and the local community collectively learn and progress together in a stimulating, safe and supportive environment, ensuring that everyone reaches their maximum potential in all aspects of their life, feeling a sense of well-being and belonging in their community. Our core values are embedded into this.

Identified by all stakeholders including pupils, parents, staff, governors and members of the local community, **communication, community and independence** are our key drivers: we want our students to be happy and able to make choices, to feel safe, to achieve their potential and to feel valued as a member of the community both now and as they prepare for adulthood.

The curriculum has been developed across the EYFS, Primary, Secondary and Post-14 phases and consists of three pathways to ensure appropriate provision for all students. Teachers use individual assessment from Individual Learning Plans (ILPs), the Engagement Profile and the Progression Steps to **sequence** learning, understanding that progress means knowing more and remembering more. We provide regular opportunities for **repetition and the transferring of skills and knowledge to a range of scenarios** to consolidate learning as well as ensuring pupils are **building on existing knowledge and skills**.

Pre-Formal Pathway

Our pre-formal pathway offers a holistic approach which encourages pupils to respond and communicate their emotions and feelings, develop preferences and make choices to support their independence. The Branches Pathway celebrates progress in a lateral way as well as linear, recognising the small (and big!) steps of success. Pupils work towards ASDAN qualifications in Key Stages 4 and 5.

ILPs, Engagement Steps, Adult Curriculum

Informal Pathway

Designed to meet the needs of pupils with profound and complex needs, the informal pathway focusses on early communication, social, emotional and cognitive skills, whilst recognising the importance of movement and play and the need for multi-sensory approaches to learning.

ILPs, Engagement Steps, Adult Curriculum

Semi-Formal Pathway

The semi-formal pathway is cross-curricular with a focus on developing transferable skills. Pupils learn through hands-on experiences to promote their independence and preparation for adult life. Pupils work towards ASDAN qualifications in Key Stages 4 and 5.

ILPs, Engagement Steps, Adult Curriculum

Community partnerships

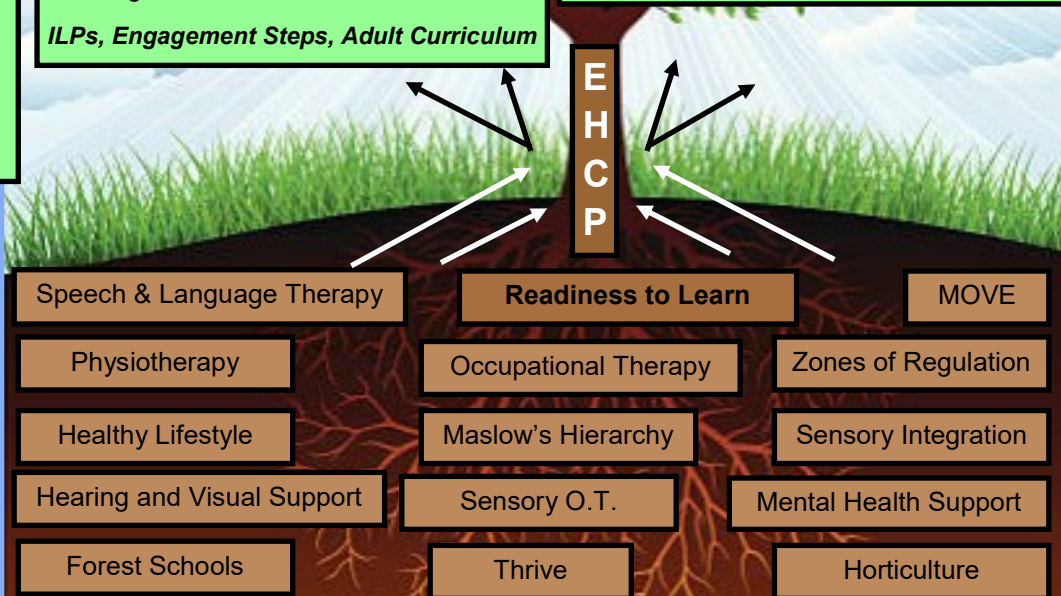
are integral to our provision and we work closely with various links in the local area to provide pupils with **real-life experience** of the world of work and leisure, in preparation for adult life.

Formal Pathway

The formal pathway offers pupils more discrete subject-based provision, leading to ASDAN and Entry Level qualifications at Key Stages 4 and 5. Preparation for adult life is still at the heart of Leaves and pupils learn important skills and knowledge for life beyond school including those necessary for employment.

ILPs, Progression Steps, Adult Curriculum

The curriculum design process was guided by the outcomes of the Rochford review and places the **EHCP at the heart of our provision**, enabling us to incorporate **individualised** targets and measure progress in a wide range of contexts in a truly inclusive way. British Values and the new RSE, PSHE and Careers statutory requirements are taught within each pathway through approaches accessible to each learner.



We recognise and celebrate the uniqueness of every member of our school community and we have designed a curriculum with **fluidity** between pathways, allowing for a **personalised approach** through which pupils can benefit from different aspects of and even change pathways as they grow and develop. Accreditation is offered to all students along with a range of recognised awards.