

Curriculum

2023-2024



Our Vision

We are a community of staff, parents and trustees whose aim is to nurture, inspire and prepare our pupils.

Fit for Life in body and mind; happy, healthy and wholly equipped for life.



Our intent is to enable all our learners to go into adulthood as...



Successful learners who
enjoy learning, making
progress & achieve



Assertive individuals
who are able to live
safe, healthy &
happy lives



Active citizens who are
able to make a positive
contribution to society

Our Curriculum Principles

- It is founded upon a developmental approach. Each pupil has their own starting point and aspirations. These are used as the starting blocks on which to build a 'person appropriate' pathway.
- It is relevant, purposeful and engaging and delivered within a learning environment that stimulates creativity, challenges, motivates and is rewarding and fun.
- It is intelligently designed and implemented, using evidence informed practice and research to inform choices.
- It is rooted in the six principles of nurture (Holmes and Boyd,1999), so that children's needs, both cognitive and emotional, are met.
- It values play as core developmental skill.
- It fosters a Total Communication approach so that children are supported to develop their means of communication to express their needs and make sense of the world around them.
- It is holistic in approach and considers all aspects of school life as learning experiences.
- It introduces the four key aspects of 'Preparation for Adulthood'.
- It fully promotes the development of social, moral, spiritual and cultural character of each pupil throughout.
- It develops student voice and provides opportunities for active citizenship.
- It has the promotion of physical health, social and emotional well-being at its core.
- It embraces a multi-agency approach to learning.



The Cedars curriculum is delivered within a learning environment that stimulates creativity, challenges, motivates and is fun!

The Curriculum Pathways



Pathway and School	Learner Characteristics	Educational Approach	Therapies/Interventions	Developmental Levels	Generalised Outcome
Semi-Formal Sensory	<p>SLD</p> <p>Complex attention and interaction needs. Inability to tolerate uncertainty</p> <p>Solitary: May be unable to tolerate others or demands or beginning to tolerate demand.</p> <p>Medical needs</p> <p>Complex ASC</p> <p>Complex Sensory Processing Disorders</p> <p>Complex communication needs</p> <p>Some SEMH barriers to learning</p>	<p>Play based approach facilitated by motivating environment</p> <p>Continuous provision</p> <p>Multi-Sensory Approaches</p> <p>Total Communication Approaches (Makaton, PECS etc)</p>	<p>Rebound Therapy</p> <p>Hydro Therapy</p> <p>Pet Mentoring</p> <p>Sensory Integration Programmes</p> <p>Communication/SaLT Programmes</p> <p>Attention Autism</p> <p>Intensive Interaction</p> <p>TACPAC</p>	<p>RfL Step 26+Contingency Awareness</p> <p>Birth to 5: Range 2/3</p> <p>P Scale 4-5</p> <p>Bsquared: Engagement Step 1-3</p>	<p>Tolerating Others: Parallel Play</p> <p>Tolerating low level demands</p> <p>Some Shared Attention and Associative Play</p> <p>Some tolerance of uncertainty</p> <p>Self-initiation at motivating activities</p>
Semi-Formal Towards subject specific	<p>SLD</p> <p>Complex attention and interaction needs. Inability to tolerate uncertainty</p> <p>Will tolerate demand.</p> <p>Complex ASC</p> <p>Sensory Processing Disorders</p> <p>Complex communication needs</p> <p>Some SEMH barriers to learning</p>	<p>Play based approach facilitated by motivating environment</p> <p>Specific teaching of relevant reading strategies</p> <p>Functional play and learning</p> <p>Continuous provision</p> <p>Multi-Sensory Approaches</p> <p>Total Communication Approaches (Makaton, PECS etc)</p>	<p>Rebound Therapy</p> <p>Hydro Therapy</p> <p>Pet Mentoring</p> <p>Attention Autism</p> <p>Sensory Integration Programmes</p> <p>Communication/SaLT Programmes</p> <p>Music Therapy</p> <p>Sensology</p>	<p>(Pre Key Stage Standards 1-3)</p> <p>Birth to 5: Range 3/4</p> <p>P Scale 6-8</p> <p>Bsquared: Engagement Step 4-6</p> <p>Progression Step 1-2</p>	<p>Realisation developed to the point of cross-contextualisation of understanding across activities, resources, social understanding and environments</p> <p>(Pre Key Stage Standards PKS 1-3)</p>
Formal Curriculum	<p>SLD (Where learner is working significantly below ARE)</p> <p>Cognitive Delay and/or difficulties WITH ASC and other neurodiverse conditions or Some SEMH barriers to learning , mostly linked to unmet sensory needs or anxiety</p> <p>Sensory Processing Disorders</p> <p>Communication needs</p> <p>Difficulties with receptive and expressive language.</p> <p>Difficulties with gross and fine motor skills.</p>	<p>Timetabled focussed teaching of subject areas, curriculum mostly delivered with one class team over the week.</p> <p>Curriculum delivered at stage, not age.</p> <p>Multi-Sensory Approaches</p> <p>Repetition and over-learning. Extended processing time.</p> <p>Visual learning experiences.</p> <p>Very strong Relational Practice and mental health support</p>	<p>Sensory Integration Programmes</p> <p>Communication/SaLT Programmes</p> <p>Makaton</p> <p>Talk Boost</p> <p>Read Write Inc.</p> <p>Hydro Therapy and/or Swimming</p> <p>Forest School</p> <p>Pet Mentoring</p> <p>Talking Therapy</p> <p>Play Therapy</p> <p>Emotional Support</p> <p>Plans/Programmes</p> <p>TalkAbout/Social Interventions</p>	<p>PKS 4 by the end of Year 4</p> <p>Birth to 5: Range 5/6</p> <p>P Scale 8+</p> <p>Progression Step 3+</p>	<p>Primary: Ability to functionally apply literacy and numeracy (PKS 4-6) developing into functional application of broader understanding and academic progress</p> <p>Secondary: Ability to functionally apply literacy and numeracy and can access accreditation at Entry Level or Functional Skills 1 when transferring to Cedars College at year 10</p>

The Five Pillars



Language and
Communication



Mathematical
Thinking



Personal
Development

PHSE
Work Skills
Humanities
Citizenship
Independence
Physical Development
Spiritual, Moral, Social
and Cultural



Science and
Technology



Creativity

Art
Music
Drama
Dance

The Cedars Curriculum is built upon five pillars of learning



Sequencing

We have created a curriculum using small steps of sequential learning. Our curriculum maps provide opportunity not only to revisit previous learning in daily lessons, but also throughout the yearly mapping to build upon prior learning and provide regular opportunities to recall and deepen learning.

At Cedars we strive to enable pupils to be fit for life through experiencing a rich and meaningful education. We begin at the sensory roots of learning and develop thinking that uses knowledge by engaging children in practical, social and cultural experiences in order to underpin a deep understanding of concepts and practice (Staves, 2019).

As recommended by Rosenshine's principles (2012), we have constructed a curriculum with small, broken down steps. This is to ensure items of knowledge are mastered to ensure a deeper understanding of the content. Coverage is not a main driver for our curriculum - deep understanding is.

We ensure that teaching builds on what children already know, as advocated by EEF (2020): this is pertinent to our current cohort of pupils to build confidence and overcome 'shallow learning'.

Personalised Learning Plans and Assessing Impact

All students have a Personal Learning Plan (PLP) which is made of learning intentions from a range of sources and is evidenced on the Evidence for Learning app.

PLP learning intentions are updated as and when achieved.

The PLP directs the individual pathway for each child. The class may be following a curriculum topic or theme as laid out in the long-term planning, but each child works on individual curricula within that, there is less 'whole class' teaching across school, most learning is done in small groups within the class or individually.

Progress is measured through a RAG system recorded on a Pupil Progress Report each term. Teachers RAG rate the PLP intentions for each child to show whether the child, in their judgement, has exceeded, met or working towards expected progress. They will use a range of evidence to make these judgements:

- The child's previous attainment and rates of progress
- The individual barriers and circumstances the child faces
- The child's work – whether in books, verbal contributions, practical demonstrations, – always looking for generalisation throughout the school day or achievement sometime after direct teaching.
- Evidence for Learning records
- The feedback of parents, students and other professionals.
- Formal standardised assessments (see AAR policy for battery of assessments)
- B Squared Progression Framework
- Autism Profile
- Thrive Profile
- CPOMs behaviour reports

School leaders sample the RAG rated reports, looking at one pupil with each teacher. It is an in-depth discussion looking at the judgements teachers have made and asking them to justify their decisions using all the evidence at their disposal. This moderation discussion will highlight if there are any significant discrepancies in judgements. If there are, the teacher and leader will work together to look at the judgements made for all of the children in the class to ensure a consistent approach.

We then work with our partner schools to moderate and Quality Assure our Pupil Progress Reports.

Specific Teaching Approaches and Interventions

Visual Timetables / Now and Next Approach
Reading Intervention Groups
Talk Boost
Colourful Semantics
Whole word/Symbol support for non-phonic readers
Early Number Intervention and Numicon Intervention
Makaton
Attention Autism
Intensive Interaction
TEACCH
Rebound Therapy
Sensory Integration Programmes/Occupational Therapy
Physiotherapy Programmes
Swimming
Outdoor Learning/Forest Schools
Play Based Interventions
Massage in Schools Programme
Sensory Stories
Multi-Sensory Approaches in Class
Sensory Integration Studio and Sensory Room
Soft Play
Immersive Environment
Pets as Therapy – School Dog
TalkAbout Social Programmes
Block Therapy



Embedded into all curriculum areas and pathways are a range of specific teaching and therapeutic approaches. These are time-tabled and delivered according to pupils' personalised programmes.





Learning Pathways at Cedars College

Our College is based at Walker Terrace, in the centre of Gateshead. Almost all of our Year 10, 11, 12 and 13 students are educated at this site.

All learners will access local workplace environments, entertainment and leisure facilities all within Gateshead Centre. They will also access Gateshead College campuses at the Baltic site, Academy for Sport and Skills Academy. Our central location will allow access to a range of different environments and create situations for learners to meet new people and develop new independence, employability skills and social skills.

We provide three routes, or curriculum pathways, for our post 16 provision. Students choose a route depending on interest and need. Some students will move across routes according to their own individualised learning plan. Individual timetables across all programmes are entirely bespoke/ individualised to the learner depending upon their needs and aspirations.

The three curriculum routes are Routes to Employment Pathways 1, 2 or 3.

Routes to Employment Pathway 1: Pre-entry Level - Entry 2

Learners will study:

Arts Award EXPLORE
Entry Level Art and Design
Entry Level Award in English/ Maths skills
Horticulture
Skills for independence and work
Introduction to travel safety
Special Olympics
PSD
Gym

Exit routes:

Independent supported living,
Supported employment or internship
Volunteering opportunities
Own business



Routes to Employment Pathway 2: Entry Level 3 - Level 1

Leaners will study:

Arts Award Bronze

PSD

Functional Skills, English, Maths

Horticulture

Enterprise

BTEC Work Skills

Volunteering/ Leadership/ DofE

Gym

Exit routes:

Supported internship/ employment

Paid employment

Volunteering opportunities

Own business



Routes to Employment Pathway 3: Level 1 - Level 3 (GCSE to A-Level)

Learners will study:

Functional skills English, Maths

OR GCSE English, Maths & Science

BTEC Work Skills

Other GCSE routes, eg History, Business or Digital Media

Volunteering/ Leadership/ DofE

Personal and Social Development

Where appropriate learners will be able to access A Level study also

Exit routes:

Apprenticeships

Further Education study

Higher Education study

Paid employment

Supported internship

Own business





At Cedars College we offer a broad and balanced curriculum developed in line with the four key aspects of the Preparation for Adulthood Agenda.

1. Education/Employment

Maths and English play a key role in the importance of the progression opportunities for our learners. All learners (with the exception of those having already achieved Level 2 or equivalent) will undertake three hours of English per week and 4 hours of Maths per week to support them to access the community and secure future employment opportunities.

As part of the Skills for Employment, Training and Personal Development curriculum (SETPD), learners will undertake a work experience placement tailored to their individual support needs and future career aspirations,

Digital Literacy will be delivered to allow learners to develop the skills they need to stay safe online whilst also giving them the confidence to use online tools such as email to further their chances of being able to compete for employment.

As well as undertaking valuable, meaningful and appropriate work experience placements as they present themselves, learners have access to an allotment whereby they can gain horticulture skills to support vocational learning as well as in developing teamwork and communication employability skills.



2. Independent Living (including Independent Travel)

Learners will follow an Independent Living Skills curriculum or employability focused curriculum based on their individual needs, aspirations and planned destinations upon leaving Cedars College.

Units from the SETPD curriculum or Diploma in Independent Living Skills will be chosen to allow our learners to develop valuable skills to live independently; developing skills such as using a washing machine, microwave, iron, vacuum cleaner. Learners will also be encouraged to prepare their own lunches and hot drinks throughout the course of the day at College.

All learners who are not independent travellers will participate in a supported travel training programme whilst in Post 16. Staff will carry out a detailed risk assessment of the young person's ability to travel independently and a judgement will be made as to whether they can progress to using public transport safely. Learners who are not independent will also be supported where possible to travel on public transport to access work placements and where their curriculum presents the opportunity to do so.

3. Accessing the community (including society, friendships and relationships)

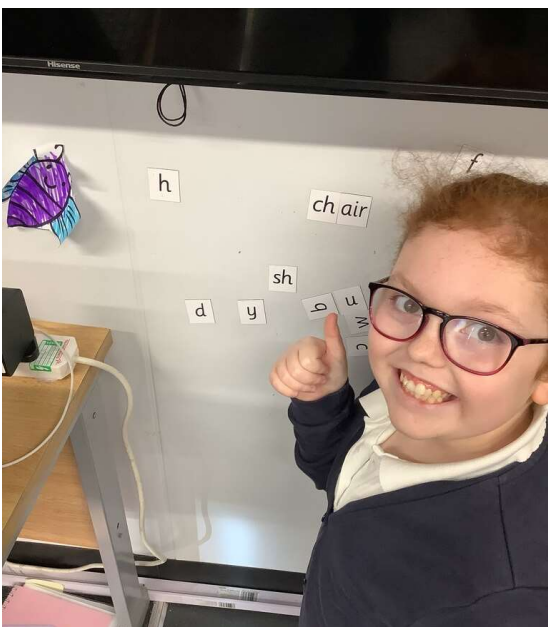
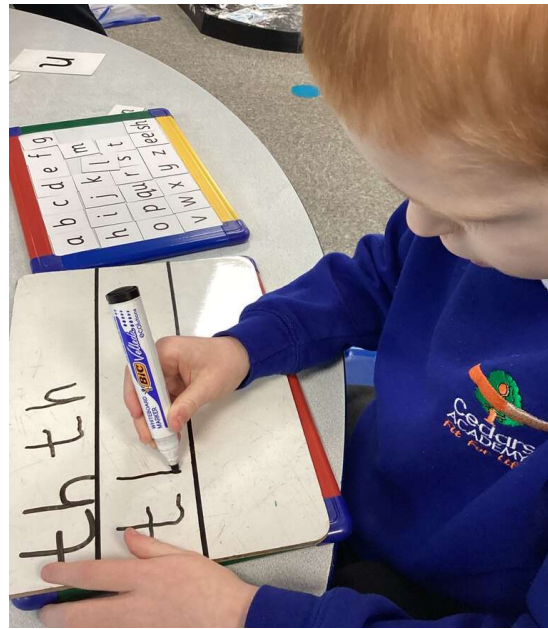
Learners will be encouraged to access the local community as much as possible with support where required. Learners will access the local community during lunch time, to access the local leisure centre, for travel training and to access work experience opportunities. The creative media curriculum, SETPD curriculum and physical development opportunities will all allow learners to develop the skills required to access the community. Non- curriculum-based activities on a Friday afternoon will allow learners the opportunity to socialise with their peers and develop invaluable communication skills for life. College staff regularly offer an extended after hours provision to develop social opportunities for young people that choose to participate.

4. Health (including Mental Health and Wellbeing)

All groups have 2 hours of physical development on their timetables to create opportunities for breaks in study time and to develop/sustain a positive mental health. Physical development may include accessing the local leisure centre, walks in the local area, community-based activities such as yoga or tai chi, depending on the preferences and needs of the group participating. Access to a trained Counsellor will be offered where required and where capacity allows. Access to our own allotment may also be incorporated into the physical development of the students.

Further Information

For more information about our Curriculum, therapies, interventions and assessments, please contact Michelle O'Reilly, Headteacher (School) at michelleoreilly@cedartrust.org.uk



Cedars
ACADEMY
TRUST

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