

Pear Tree School Curriculum Intent, Implementation and Impact

Intent	<p>Pear Tree School prides itself on providing a highly personalised curriculum to meet the unique needs of all learners, enabling everyone within our whole school community to achieve the best they can in everything they do. The learner is always kept at the centre of the teaching and learning process. It is not for the learner to change to meet the demands of the curriculum but for our experienced and skilled practitioners to provide a flexible and responsive curriculum that meets the very individual needs of each learner. Our curriculum intends to be inclusive of all learners and to ensure that all barriers to learning are removed, enabling all pupils to gain the knowledge, skills, resilience and independence to confidently make transitions through their school life and into adulthood.</p>				
Implementation	<p>Pear Tree School offers a bespoke and age appropriate curriculum for each learner dependent on a pupil's learning needs, level of development, age and the outcomes of their EHCP.</p>				
	Pre-formal, semi-formal and formal curriculums	EYFS Curriculum	Sixth Form Curriculum	Compass Centre Curriculum	Wider Curriculum
	<p>Our children and young people fall broadly into three categories of learning need and our curriculums have been developed to reflect these needs. The pre-formal, semi formal and formal curriculums provide the foundations for all teaching and learning and these are supported by the delivery of a creative curriculum. Please see our curriculum documents for details on these curriculums.</p>	<p>Our Early Years class follows the Early Years Foundation Stage Curriculum. Teaching and learning focuses on the prime areas of learning and characteristics of effective learning initially with a gradual shift to include the specific areas of learning as children become ready. Learning is centred around child initiated and adult led play with planned opportunities for focused, adult directed learning. The Early years team plan weekly to take into account the interests and achievements of children.</p>	<p>The curriculum is designed to prepare each learner for adulthood. The personalised curriculum is responsive to the needs of each student and changes at the start of the academic year based on vocational options students make. The sixth form curriculum places an emphasis on independence and preparation for adulthood by developing skills for:</p> <ul style="list-style-type: none"> • Employment and future options • Healthy Lifestyles • Being part of the community • Life at home <p>Planning Pathways are in place to ensure students are working transitioning onto</p>	<p>Our Compass Centre Curriculum is bespoke for each individual learner. Our Compass Centre pupils have extremely complex learning needs and barriers to learning. They need a personalised timetable that focuses primarily on the following areas:</p> <ul style="list-style-type: none"> • Communication • Emotional Regulation • Sensory regulation • Social Interaction • Behaviour for Learning • Functional Skills 	<p>Our wider curriculum reflects the diversity of needs of our pupils and is flexible so as to adapt to any changing needs of individuals. Our wider curriculum at present comprises of:</p> <ul style="list-style-type: none"> • Sensory learning • Sensory integration • Rebound Therapy • Aquatic Curriculum • Swimming • Hydrotherapy • Postural Management • Care plans • Physiotherapy • Inclusion • College link courses • Work experience • Developing life skills in community • Theme weeks/days • Learning for leisure • Aesthetic and creative experiences • Residential school visits • School trips/holidays

			ambitious but realistic opportunities post 19.		
Impact	Our curriculum is designed to ensure that every learner will gain the skills and knowledge to enable them to successfully prepare for and transition into each phase of their education and ultimately into adulthood. Our curriculum aims to support pupils to make decisions about their pathways into adulthood and to make choices about their future. All of our students will leave Pear Tree with exciting opportunities appropriate to their learning needs. How the impact of our curriculum is measured reflects the diversity of needs of our pupils and is flexible so as to adapt to any changing needs of individuals.				
	Pre-formal, semi-formal and formal curriculums	EYFS Curriculum	Sixth Form Curriculum	Compass Centre Curriculum	Wider Curriculum
	Robust target setting, assessment and analysis is embedded throughout the curriculums and across the key stages to ensure the bespoke curriculums are effective in meeting learning need and ensuring pupils are making at least expected progress. A range of assessment tools are used to monitor progress including PIVATS, Routes for Learning, Engagement Model and bespoke tools devised by our subject leaders. Progress towards the outcomes of the EHCP are carefully monitored using Evidence for Learning.	Robust target setting, assessment and analysis is embedded throughout the EYFS curriculum with Evidence for Learning used as tool for capturing ongoing daily assessments of progress within the EYFS Development Matters. A range of assessment tools are used in addition to the EYFS profile to capture the small steps of progress made by each type of learner including PIVATS, Routes for Learning, the engagement model and bespoke assessment tools designed by our subject leaders e.g. eye gaze assessment.	Robust Pathways Planning is started at year 9 and this is used to measure the impact of our sixth form curriculum. Students are involved in planning for their future and in designing and planning an ambitious but realistic pathway into adulthood and post 19. The sixth form curriculum must reflect the skills, knowledge and experiences that students need in order for these ambitions and choices to be achieved. The qualifications available to our students to enable them to transition onto further opportunities post 19 must be supportive of the planning pathway. Overall impact is measured by the qualifications a student achieves and a successful transition into post 19 provision.	Impact of curriculum for each learner is highly personalised due to the complex learning needs of each individual. Pupil profiles detail the pathway each student is taking and this will reflect how impact of the curriculum is measured for each learner. A range of assessment is used to measure impact and progress including: Scerts Boxhall Profile PIVATS Routes for Learning Engagement model Bespoke assessment tools designed by our subject leaders e.g.: Rebound Therapy Intensive Interaction Swing Therapy Key learning skills Behaviour for learning PHP A pupil's behaviour and ability to regulate and access learning and make progress is a key indicator in our Compass Centre of the impact and effectiveness of the curriculum.	Our wider curriculum is designed to remove barriers to learning for pupils and to enhance their experiences and cultural capital. Some aspects of the wider curriculum will be measured through bespoke assessment tools that have been designed by our subject leaders e.g. the aquatic curriculum, rebound therapy, eye gaze and swing therapy. Impact of other aspects of the wider curriculum will be measured through behaviour for learning, the engagement model, a pupil's ability to regulate their behaviour, PSD and overall progress across the curriculum. Evidence for Learning is used to track and monitor progress across the curriculum and towards the outcomes of the EHCP.

