

Curriculum Overview

Welcome



Dear Parents and Carers,

We have built our curriculum on the belief that every child and young adult deserves and is able to flourish.

Our definition of flourishing is broad and holistic; it goes far beyond traditional academic achievement. We help our learners to acquire the knowledge, skills and experiences they need to achieve physically, emotionally, socially and academically so they can enjoy active and rewarding lives in their local communities. At each stage, we prepare them for the next phase of life, and in the upper school, we help them progress into further education and the world of work. We call this 'Learning for Life.'

We wrote this booklet to give you an overview of what you can expect your child to learn as they progress through West Lea on their journey towards independence. We recognise that your child may face many barriers to their learning and development, which requires a personalised approach. Our curriculum is responsive to each young person's needs and age and stage of learning. It's also broad and aspirational. We will help your child to break down barriers, take risks, reach beyond what they thought possible and, importantly, to believe in themselves.

When we talk about curriculum, we don't just mean subjects on a timetable. Learning is brought to life within and beyond the classroom, including through playtime, trips, clubs, work experience and other extra-curricular activities. Your child is supported by a dedicated team that includes classroom teachers and teaching assistants, therapists, medical and pastoral staff, job coaches and travel trainers.

We welcome your feedback and questions on any aspect of our curriculum. Please do not hesitate to get in touch.

PAUL QUINN
CEO

community
kindness
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innovation **inclusion**

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Our school context

West Lea school comprises four campuses, Meridian, Haselbury, Learning for Life and Horizon. We cater for pupils with a range of complex needs, some of which may inhibit the overall learning experience.

It is therefore of the highest importance that every aspect of the school environment and the curriculum take account of these factors and build in systems that will enable positive communication, positive attitudes, and high expectations. Using a flexible approach West Lea seeks to develop a personalised curriculum for every student.

As a school that plans and responds to need in the Borough, we also offer a range of additional provisions for pupils across Enfield ensuring fair access to opportunity including:

- Attendance Support Service which meets a range of complex and diverse needs. Provision supports pupils across Enfield with medical needs and those who are not accessing mainstream education due to SEMH needs. This includes support for children in North Middlesex Hospital and a Home Tuition service.
- A Supported Internship Programme (students aged 16 to 25 years)
- An Independent Travel Training Programme (pupils are assessed by our experienced team of travel trainers before referrals are accepted)
- Work experience and opportunities to access our Social Enterprise Projects (including charity shops, furniture upcycling, an online eBay shop and a coffee cart for retail and barista training)
- A bridging programme with access to further education through our West Lea @ College Post-16 provision.





Our shared mission is to make long-lasting changes for our young people to improve life opportunities beyond the school gates, enabling them to function within society.

Our curriculum aims to equip pupils with knowledge and skills for adulthood and supports them to work towards the 'preparing for adulthood' (PFA) outcomes which include 'employment, good health, independent living, friends, relationships and community'.

It is aspirational and provides opportunities to travel independently, experience both college and work and practice living skills through residential opportunities.

The local labour market is also considered within the context of curriculum. We have extensive partnerships with local employers and provide exposure and insight through high quality careers education. This supports our pupils to later access training and employment opportunities within and beyond their local area.

Curriculum aims

We aim to enable our young people to thrive in the adult world with an understanding of British life, able to participate in the community and with the knowledge and skills to be successful in relationships, in life and in work.

We aim to:

- Prepare pupils for adulthood and equip them with skills for life, supporting them to reach their full potential and gain employment wherever possible.
- Empower pupils to have a voice, exercise choice and increase independence.
- Develop communication, reading and social skills to build relationships, friendships and support networks.
- Instil an understanding of the local, national and global community while promoting active citizenship.
- Encourage good mental and physical health and enable pupils to stay safe and be able to regulate emotions.
- Develop knowledge and skills that promotes digital confidence, creativity, innovation and problem-solving.
- Promote kindness, consideration, resilience and responsibility in everything we do and learn.



To do this we will:

- Provide a curriculum that is broad and balanced, motivating and fun.
- Provide first-hand, practical and creative opportunities, allowing for pupil independence and choice.
- Provide pathways that prepare pupils for adulthood through targeted progression routes, including opportunities for training and employment where appropriate.
- Personalise learning matched with pupils' interests, achievements and abilities.

Everything we do starts with the pupil, a thorough knowledge of them and a determination to meet their learning needs in a way that maximises their potential. We do this by developing strong relationships with learners, which are built on shared values.

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Our curriculum overview

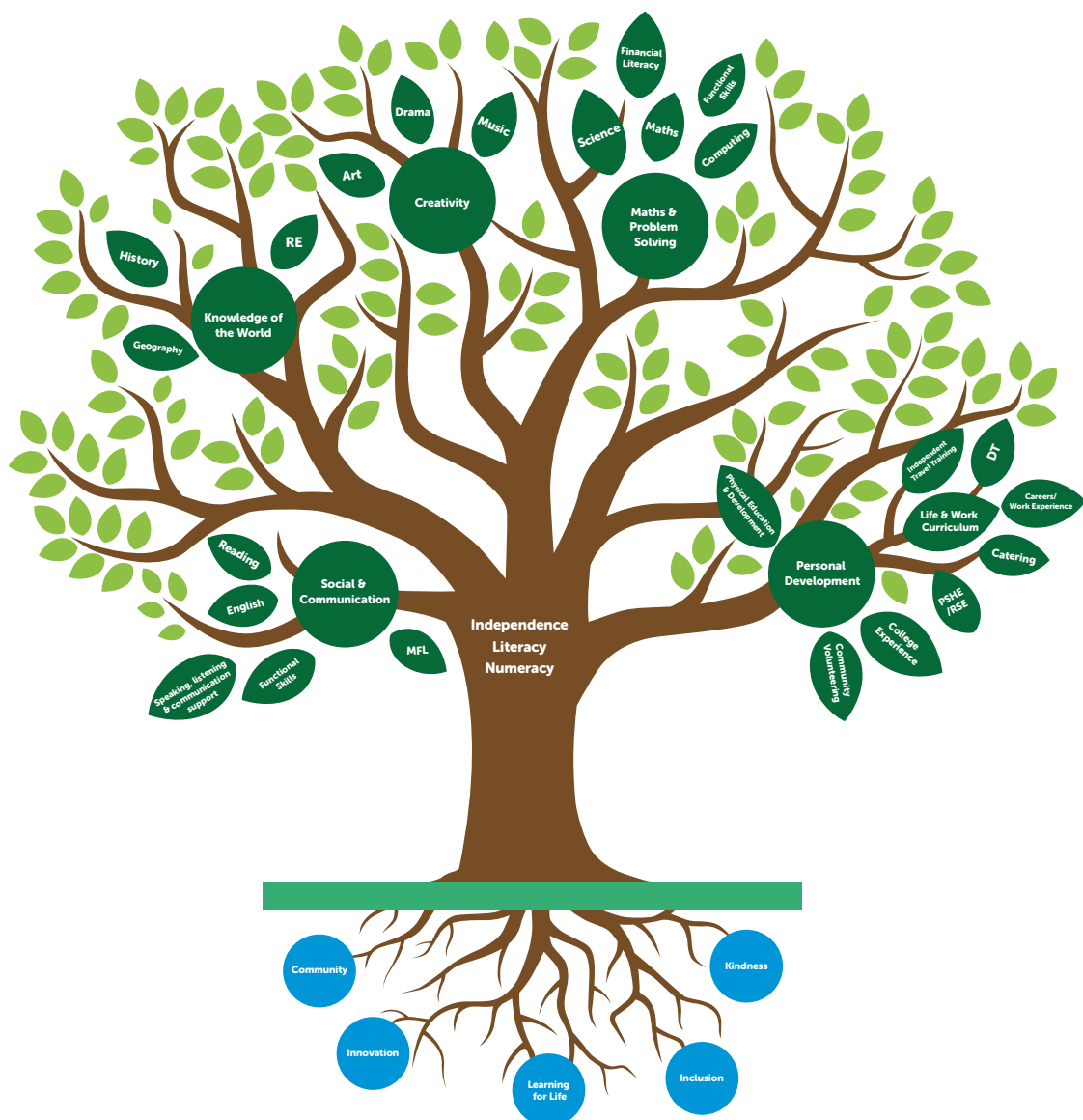
LEARNING DOMAINS

Our learning domains and related subjects have been created by taking into consideration the views of pupils, parents/carers, staff and governors. These domains and associated key milestones form our curriculum intent.

All areas of learning are closely interlinked, as pupils draw on the knowledge and skills across domains when applying to learning tasks, situations and opportunities. The school's core values as well as independence, literacy, numeracy and ICT are embedded across all curriculum areas. There is also a focus on developing pupils' life skills across the school day, through the curriculum and all that we do.

We fully appreciate every child is different, and we are therefore committed to understanding the motivations, goals and preferred methods of learning. The curriculum has been designed to gradually weave core knowledge and skills into the fabric of the pupil's day.

At each Key Stage, milestones have been designed coherently, building on the previous Key Stages' learning goals with the aim of developing pupils' knowledge and skills in preparation for adulthood.



EARLY YEARS FOUNDATION STAGE

The Early Years foundation stage (EYFS) curriculum inspires children, provides development and learning opportunities, ensures learning takes place, develops key relationships and makes sure children feel secure in line with EYFS documentation.



There are seven areas of the EYFS curriculum divided into three prime areas; (Communication and Language, Personal, Social Emotional Development (PSED) and Physical Development) and four specific areas (maths, literacy, expressive arts and design and understanding the World). We recognise that young children are active learners and they learn through their senses, through exploration, investigation, experimentation, listening & watching as well as through play.

It is important that our pupils have opportunities to interpret their environment, learn to make choices for themselves and grow in confidence understanding their value in our school community. Within our continuous child initiated and child and teacher led provision, we provide play-based learning opportunities aimed to motivate and engage children developing the characteristics of effective learning. This allows us to work towards building and developing relationships and enables us to assess their individual learning styles to prepare children for lifelong learning.



We support our pupils to develop their independence and self-help skills, and develop a robust and flexible communication pathway. Pupils freely explore a range of motivating and engaging learning opportunities that are skilfully facilitated by adults who are aware of intended learning outcomes and individual next steps.

Taught knowledge is applied in a range of play-based and real-life contexts to ensure flexibility and depth of understanding. We also deliver short bursts of direct, structured teaching of Maths and English as pupils become developmentally ready. We use pupil interests and motivations to guide topic-based planning. Classrooms have continuous provision spaces for playful, child-led learning (such as a role play area, a small world area, construction area, reading area).

KEY STAGE 1

The curriculum at Key Stage 1 builds on the EYFS foundations, still using the continuous provision model, but with more adult-directed learning introducing specific, essential knowledge in preparation for more formalised subject-based learning at Key Stage 2.





KEY STAGE 2

The curriculum at KS2 develops independence; builds on prior learning to ensure a firm foundation from which to progress and supports pupils to discover their own identity; to find their voice, make it heard and be understood, continuing our emphasis on developing communication, personal and social skills. The needs of each pupil are taken into consideration.

Through the use of appropriate and varied resources, we aim to encourage our pupils to be independent learners, using a small steps approach to deepen and build upon prior learning.

In Key Stage 2, there are subject-specific, knowledge-based learning opportunities that are differentiated against a sequenced structure. Our core subjects of Maths, English and PSHE are taught across the week through discrete sessions tailored to individual needs and interests. Foundation subjects of history, geography, creative arts, science, information and communication technology (ICT), music, Religious Education (RE) and Physical education (PE) are covered throughout the academic year and delivered through termly topics. Topics may be based on National Curriculum programmes of study, current events or pupil motivation. The foundation subjects enrich the curriculum and offer opportunities for pupils to acquire knowledge and provide a context for learning. This allows us to provide a curriculum responsive to individual needs in a stimulating and accessible environment.



KEY STAGE 3

The curriculum at KS3 is structured to support learners in making links and connections between areas of knowledge, embedding learning in long-term memory. It builds on prior learning so that pupils reach their optimum potential in core subject areas.

The curriculum supports pupils to make decisions; further develops problem solving skills and builds individuals self-esteem and self-awareness through accessing and evaluating a wide range of learning opportunities.

All Pupils access core National Curriculum subjects of Maths, English and PSHE/RSE through discrete sessions tailored to individual needs and interests. There is a strong focus on phonics, reading, mathematics and PSHE/RSE due their significant impact on future life chances. Some pupils that are excelling in Maths, or English can access lessons taught in KS4 to further develop their skills and knowledge.



Science and Foundation subjects (History, Geography, Art, Music, Drama, ICT, D+T, R.E.) provide a context for learning and are taught in themed blocks or sessions throughout the year to allow pupils to use and apply knowledge and skills developed in the core subjects. PE is taught throughout the year in individual, group and/or inclusion sessions. Work and Enterprise are also taught at KS3 which prepares learners to access work experience when they transition to KS4.

PSHE/RSE provides an opportunity for pupils to think about themselves, their future and any vocations that they may wish to pursue. Students look ahead to KS4 where some of our pupils experience job-related learning within school, such as working with the nursing team or assisting in a primary class.

KEY STAGE 4

Key Stage 4 students access a functional curriculum that supports them to utilise the skills that they have acquired as they have progressed through the school and apply them in practical, real-life situations. The focus is on practical application and a deepening of the significance and use of knowledge and skills.

They are encouraged to use decision making skills based on knowledge, personal experience and individual preference, while learning to recognise the impact of decision making on self and others. For all students we continue to offer a personalised, enriching and individual curriculum very much focusing on skills for life and preparation for adulthood.



Our core curriculum offer includes Maths, English, PSHE/RSE, Life Skills and PE with Communication underpinning everything we do to ensure all our students are the best communicators they can be. Students will access these subjects through different pathways depending upon their individual needs.

Students have the opportunity to have taster sessions of the foundation subjects on offer and are supported to choose their own options. These vary from year to year and we encourage students to suggest subjects and be involved in the planning of their learning. For students that are able to access appropriate Edexcel and/or BTEC qualifications in certain subjects, the units of work taught are taken from the functional skills and entry pathways. Students may be entered for external moderation and accreditation if appropriate.

POST-16

Pupils may also have opportunities to undertake work related learning and where appropriate work experience placements. Along with Enfield Careers, we support and prepare our year 11 students to make their own choices regarding their post-16 journeys.

We recognise the importance of developing confidence, self-esteem and resilience in our young people as they transition into adulthood. This underpins all learning. We ensure that our young people are able to develop and use critical thinking and problem-solving skills in real life situations. There is a strong emphasis on Work Experience and work-related learning within the Department, working towards potential employment opportunities as a future outcome wherever possible in a young person's local community.



The FE curriculum also offers a select range of opportunities for students to achieve accredited qualifications which are realistic and relevant to their personalised future outcomes. Students are provided with opportunities to access the community safely and as independently as possible. They are also supported to learn new skills which they can then transfer to wider contexts and settings. Enrichment activities are also embedded throughout the curriculum.



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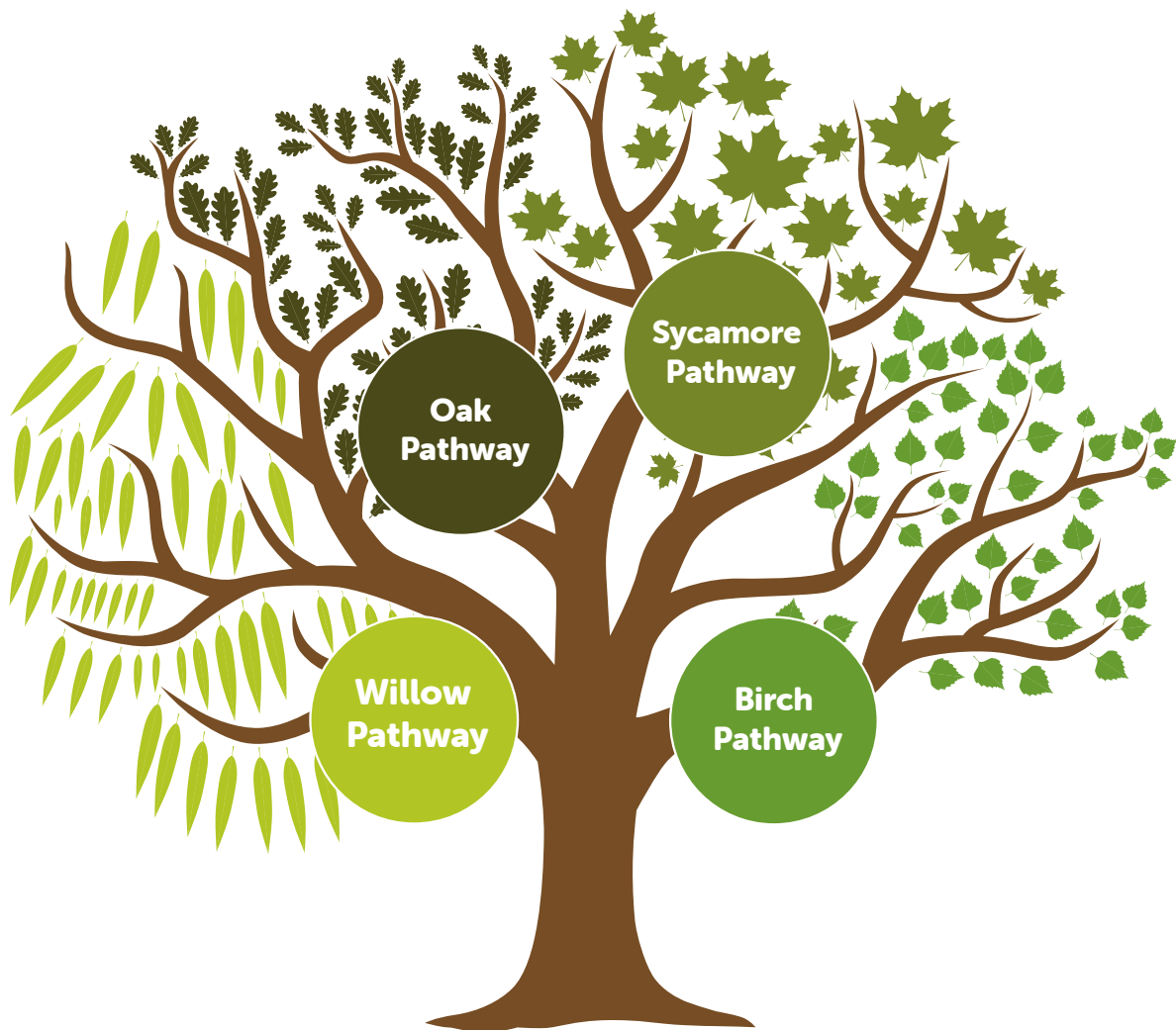


Curriculum pathways

West Lea School offers children and young people four pathways that progress from Early years to Post-16. Each pathway is ambitious in its expectations of children and young people's capacity to make progress to learn, thrive and be happy and to prepare for fulfilling and purposeful adulthoods.

Each of the four pathways delivers a broad curriculum consisting of a balance between academic (national curriculum) programmes of study, life skills and preparing for work and adulthood. Each pathway recognises the needs of the child as expressed in the EHCPs and seeks to support the child to overcome the barriers to learning that inhibit progress and development.

Children in all pathways have equal access to resources, therapies, support and enrichment opportunities. Children move between pathways freely when this is appropriate and are therefore never limited by a pathway. All pathways focus on personalised learning and practitioners craft their own plans around the particular needs of each learner, breaking down any barriers to learning.





WILLOW PATHWAY

Children following the Willow Pathway may have a range of complex needs and/ or medical conditions. These children may experience significant barriers to learning in the areas of communication and interaction as well as cognition and learning. They may need targeted support to help them develop their socialization, language, and life skills as well as learning and study skills.

Children will make progress through targeted teaching approaches designed to educate them in key aspects of the national curriculum and to prepare them for adulthood. Independence, in life and work are significant elements of the curriculum for all West Lea pupils. In order to ensure full and equal access for all pupils, adaptations and adjustments are made as necessary.

Academic and vocational learning sit alongside social and life skills, to provide a practical and purposeful curriculum experience. As the children progress up the school the focus on employability and vocational learning intensifies and they will work towards personalised qualification targets.

At Post-16 the potential for supported employment becomes a real goal for those young people ready to take that path in society and many will access pathways through West Lea's Horizon Campus.

Our pathways aren't labels, they're a guide to the personalised learning experience that our children and young adults can expect.

Using the pathway as a starting point, we tailor the learning to each child's aspirations, needs, age and stage.





OAK PATHWAY

Children on the Oak Pathway may also have complex needs and some may have moderate learning difficulties, medical conditions or other developmental, social, or emotional needs.

Children will experience a full range of the national curriculum programmes of study appropriately scaffolded to recognise the barriers to learning which they may face. This pathway also focuses on functional independence and supports pupils to independently travel and access work experience within their local area, where appropriate.

Opportunities to sit formal examinations mean that young people on this pathway will leave school with qualifications for work and life. Most young people on the Oak pathway will achieve qualifications in Functional Skills (up to level 1) in English, mathematics, and ICT and in vocational awards in the Arts, as well as broad skills accreditation through the Duke of Edinburgh Award and the Princes Trust Achieve programmes.

Young people on this pathway typically move on from West Lea's one year bridging course to follow college courses, Supported Internships and paid employment.



SYCAMORE PATHWAY

Children and young people on the Sycamore Pathway may also be described as having complex needs and moderate learning difficulties, however they may experience less significant barriers to learning than pupils on other pathways. This Pathway provides an appropriately adjusted and scaffolded National Curriculum to allow the children and young people to enjoy programmes of study similar to those delivered in mainstream schools.

Young people will access both academic and vocational subjects to educate them for adulthood. Work placements and community engagement feature in the weekly diet of young people as they move up the school, and the majority will learn to travel independently within their local area. Where appropriate, some young people access aspects of their learning through partnership delivery with mainstream secondary schools, as well as develop life skills in order to prepare for adulthood.

Functional skills qualifications to level 2 or GCSEs in English, Mathematics and ICT are available for those young people who have the ability. Entry level courses as well as vocational qualifications in the Arts and Duke of Edinburgh or Princes Trust Achieve programmes, sit alongside the core subjects to create a full and ambitious curriculum at Key Stage 4 and Key Stage 5. Pupils on this pathway usually move from West Lea's one year bridging course to sixth form or to full time college provision. Many later access Supported Internships and paid employment.





BIRCH PATHWAY

Young people on the Birch Pathway typically join West Lea School when their mainstream school education has been disrupted as a result of social, emotional and mental health difficulties or as a result of a serious medical condition.

Young people may exhibit disengagement, anxiety or distress through poor attendance, relationship difficulties, dysregulation, or negative attitudes. For many pupils, although academically able, high levels of anxiety may cause significant barriers to learning as they struggle to cope within a mainstream setting and exhibit difficulties in developing social relationships. Students on this pathway access fully personalised intervention, which is delivered through a solution-focused philosophy. Multi agency involvement is significant in the provision for young people on this pathway.

Young people on the Birch Pathway are supported to address their emotional needs whilst maintaining their engagement with the National Curriculum and a qualification regime in which they may already be invested. Each young person's curriculum is adapted to enable, as much as is possible, a continuum of provision in order to enable the student to gain confidence in re-engagement back into the school community. Young people have the opportunity to achieve functional skills and GCSE qualifications where appropriate as well as BTEC in Personal and Social Development.

Each pathway focuses on the core skills of reading, writing, communication, problem solving and maths. This helps learners to acquire the knowledge and skills they need to flourish in life. It's what we call Learning for Life.





The independence and cultural capital journey

As pupils move from one Key Stage to the next, we build on prior learning and challenge them to further their independence as they move through the school. This learning journey is captured in an 'independence passport' which motivates them to acquire such skills wherever possible, including at home and within their community.

Learning takes place all the time, formally and informally, from the moment our young people arrive in the morning until they go home at the end of the day. Enrichment and extracurricular activities are an essential part of the school day, providing rich learning experiences that broaden learners cultural capital.

This includes breakfast club, activities at lunchtime and after school, as well as holiday clubs, trips and residential. The learning is invaluable and contributes to the school's overall curriculum intent.







We don't put ceilings on what our learners can do. We offer every child and young person the 'full experience' - which means we have high aspirations, we celebrate what they can do rather than what they can't, and we help them to flourish.



Our campuses

MERIDIAN CAMPUS (EYFS/KS1/KS2)

At Meridian Campus the children are 'Taking Off' and learning how to:

- Communicate with their friends.
- Take turns when playing and engaging in a game.
- Respond to their name and follow simple instructions.
- Explore an activity with independence and be inquisitive.
- Develop basic life skills including eating and drinking and managing toileting needs independently.
- Be confident to try a variety of foods, some of which may be unfamiliar.
- Begin to communicate wants and needs with others, including familiar adults.
- Learn some basic road safety skills.
- Carry out a simple financial transaction (exchange money for an item).



By the end of KS2 we want all children to:

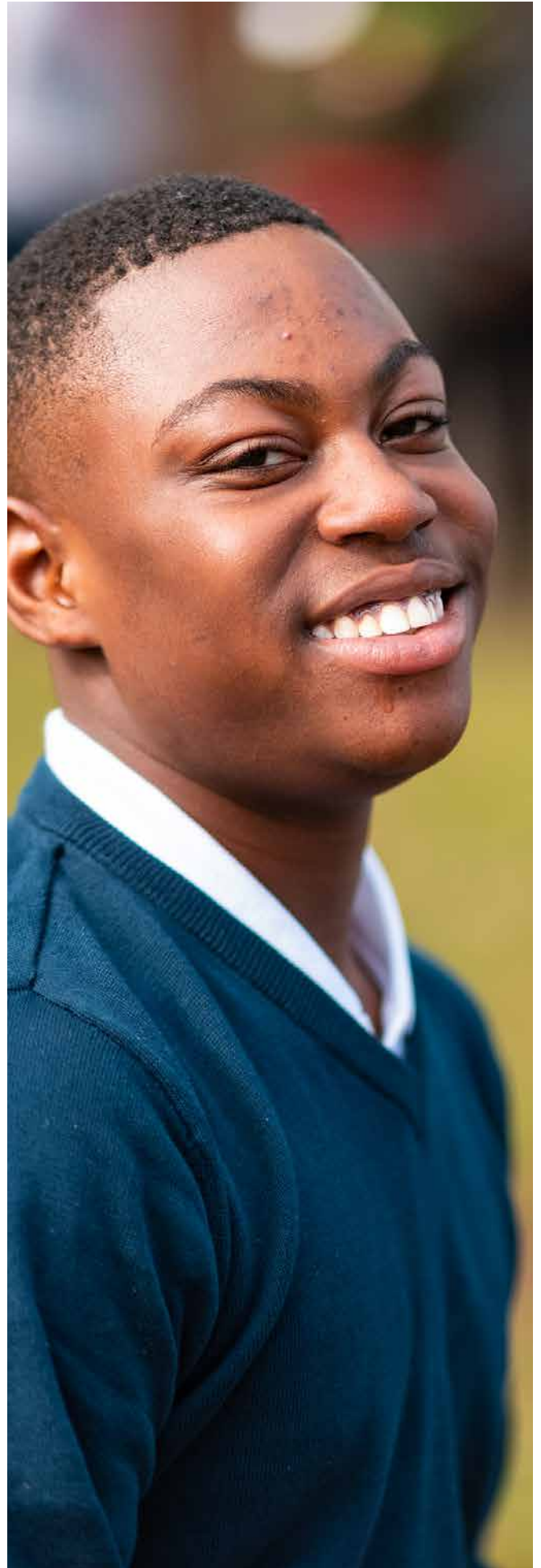
- Cross the road safely either unaided or with very little adult support.
- Make and sustain good friendships.
- Stay safe and make good choices.
- Experience at least one residential visit.
- Understand the local community and people/organisations who can help e.g. police, nurse, post office.
- Prepare simple recipes (with adult supervision as needed)
- Use money to make purchases in a shop.
- Be respectful and considerate of others, their feelings and beliefs.
- Communicate their needs and wants effectively with familiar adults.
- Make safe choices when using technology and using online resources and platforms.

HASELBURY CAMPUS (KS3)

At Haselbury the children are 'Flying High' and learning how to:

- Travel independently to school (subject to health and mobility needs).
- Engage in conversation and express feelings.
- Manage time.
- Take care of their own personal hygiene.
- Solve basic problems.
- Be safe online and on their phones.
- Understand the changes to their body as they go through puberty.
- Access some community services including leisure activities in their area.
- Experience a residential trip.
- Make healthy choices in relation to their food and activities.
- Make purposeful friendships with others.

Our Travel Training Programme enables many learners to travel confidently and independently. Recognising this can be a big step for families, we work alongside our learners and their parents and carers.







Our curriculum extends into the workplace. Learners gain work experience with local employers and through our partnership with the Learning for Life Charity.



LEARNING FOR LIFE CAMPUS (KS4)

At Learning for Life Campus the children are 'Soaring' and learning how to:

- Travel safely and independently to school, college and work (subject to health and mobility needs).
- Develop resilience and a work ethic.
- Develop careers aspirations and step into the world of work.
- Manage daily routines independently including medical needs.
- Be safe online, at work and when out in the community.
- Make positive life choices and take advantage of new opportunities.
- Understand healthy relationships, consent and contraception.
- Access leisure facilities and be able to socialise with a buddy/group within the local community.
- Experience a residential trip and clubs.
- Be able to budget for and prepare healthy meals.
- Understand simple finance and banking.
- Prepare for exams.
- Take their place in society.



HORIZON CAMPUS (POST-16)

At Horizon Campus, students have 'No Limits' and are learning how to:

- Scope out future pathways and recognise how to make a meaningful contribution to society.
- Apply what they have learned to real-life situations.
- Recognise the impact of decision making on themselves and others.
- Improve employability chances.
- Build confidence in the workplace.
- Achieve a genuine sense of achievement.

Moving from education into employment can be daunting. Our Supported Internship Programme helps students to make that step with the support of a Job Coach. We're proud that 80% of our interns get jobs and 90% retain them.





Careers education

We want every student to leave us equipped with the skills necessary for an independent life, knowing that they are valued for 'who they are' and able to thrive within their communities.

Our "Careers Offer" is aspirational and promotes community inclusion and independence. It also aligns with one of our core values – Learning for Life – as well as the 8 Gatsby Benchmarks and the National Careers Strategy, which provide a robust and high-quality framework for career guidance helping to deliver a system of high aspirations for all students.

ASPIRATIONAL

Our four campuses equip children and young people with a 'suitcase' of skills to help them progress onto further education and into the world of work. While the world provides many obstacles, we believe in tearing down walls and encourage each individual to reach beyond their realities, take risks and above all, believe in themselves. Supporting them to scope out their future pathways in a clear and direct way, means that they will be able to take their place in society and make an active and meaningful contribution, knowing that they are valued for 'who they are' not just what they can do.

LEARNING FOR LIFE

At West Lea we recognise the importance of embedding careers education throughout the school rather than just when students are considering their options for Post-16 education. By ensuring opportunities are built into our curriculum, and therefore what we do on a day-to-day basis, we are able to provide our students with the chance to explore, consider and plan for their future beyond their journey with us, towards independence and into the world of work – what we call 'learning for life'. A variety of creative approaches help our students to develop transferable work, life and social skills that support careers, employability and enterprise and the wider Preparing for Adulthood (PfA) outcomes.



We want every student to leave us equipped with the skills necessary for an independent life, knowing that they are valued for 'who they are' and able to thrive within their communities.





COMMUNITY INCLUSION AND INDEPENDENCE

Having built strong partnerships with local businesses and other key organisations we have been able to incorporate real life experiences within our careers programme giving students a great insight into employment.

We have strong links with the London Borough of Enfield linking and contributing to as well as promoting the Local Offer and supporting the transition into adulthood.

We run a number of independence programmes that support our students to become more integrated with their local community including an extensive Work Experience Programme, a local Independent Travel Training programme and a Supported Internship Programme. As an innovative school we are always exploring new ways to support our students to work towards leading fulfilled lives with increased independence.

Throughout their journey, learners develop vital life skills as well as achieve academically. We prepare learners for adulthood, further education and the workplace, and encourage them to play an active role in their local community.



- **Careers Plan, Programme and Strategic Action Plan**

The purpose of this plan is to set out how we, as a school, will provide consistently high-quality career education, information, advice and guidance (CEIAG) and use our unique position in our local community to tackle inequalities and barriers to employment and independence of children and young people with SEND.

- **Work Experience Policy**

Work Experience forms a key part of our Careers Education offer. The purpose of this policy is to provide guidance for West Lea staff facilitating work experience placements and establishing a framework for good practice.

- **Provider Access Policy**

We work with an extensive network of employers and other educational organisations to ensure our students are exposed to a range of experiences and are able to make informed decisions about their future career aspirations. To find out more about how to work with us please see our Provider Access Policy.

- **Exam and Destination Data**

For more information about Careers Education at West Lea please visit westleaschool.co.uk/careers-education or contact our Careers Leader:

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