

## Curriculum Provision

The pupils at Ash Lea have a range of Special Educational Needs and Disabilities (SEND) and the curriculum, which is sensory and play based, is highly differentiated to ensure that their needs are met. In some cases, pupils will follow an individualised timetable.

The school follows 3 curricular routes, with the majority of pupils following the pre-formal and semi-formal routes.

The Pre-formal Curriculum: For learners with Profound and Multiple Difficulties (PMLD), working between P1 and P4, and at a developmental level of between 0 and 18 months.

The Semi-Formal Curriculum: For learners with Severe Learning Difficulties (SLD), working broadly between P4 and end of KS1 expectations.

The Formal Curriculum: For learners with Moderate Learning Difficulties (MLD) working at end of year 1 expectations or above in the National Curriculum.

Because of the personalised approach to the curriculum, we are able to meet the needs of all our pupils. However, some pupils receive additional funding e.g. Pupil Premium, Post 16 Bursary and the impact of any interventions funded through these is monitored to ensure that they support progress.

### Termly Themes

Termly themes are in place across EYFS and Key Stages 1-4 to provide a context for learners to engage with the curriculum. The themes or topics add a dimension to all curriculum areas and to connect them. The rolling plan of themes has not been written to enable progression. Learning and progress is through pupils' EHCP outcomes and IEPs as well as the seven areas of the EYFS curriculum, the six areas of the semi-formal curriculum and the three areas of the pre-formal curriculum. The rolling plan of topics is about providing varied contexts for learning.

### Whole School Topic Cycle

	Autumn	Spring	Summer
Year 1	Fantasy	Journey to the Past	The Olympics
Year 2	Space – the Earth and Beyond	Popular Culture	Animals
Year 3	Me and My Body	How Things Work	People of the World
Year 4	The Elements	Looking After Our World	Out and About

In addition to the topic work, many pupils attend weekly swimming sessions at Cotgrave Leisure Centre and others have weekly hydrotherapy sessions at Carlton Digby or Oakfield. Pupils have input from speech and language therapists, physiotherapists and occupational therapists as appropriate and school works closely with health professionals to carry out programmes. A P.E. specialist works across school to enhance sport and physical skills.

School works closely with parents to set and review IEP targets and through this process, parents are aware of the ways that they can support their children at home through homework.

Reading, writing and maths is taught across the curriculum. However, where appropriate, reading is taught through a synthetic phonics approach following the 'Letters and Sounds' publication from the DfE. In addition, there are other strategies and schemes used to enhance the teaching of reading. The main reading scheme used across the school is the Oxford Reading Tree but this is supplemented with other reading schemes and a range of fiction, non-fiction and poetry. The school has introduced Switch On for reading and plans to introduce Switch On writing in the near future.

If you require any further information on how reading is taught, please contact the English coordinator, Caroline Morrison - [caroline.morrison@ashlea.notts.sch.uk](mailto:caroline.morrison@ashlea.notts.sch.uk)

Maths is taught largely through life skills e.g. cooking, shopping, play. We have introduced Catch Up Numeracy to support progress within maths. If you require any further information on how maths is taught, please contact the maths coordinator, Lisa Brown - [lisa.brown@ashlea.notts.sch.uk](mailto:lisa.brown@ashlea.notts.sch.uk)