



Curriculum for All

2021-2023

Curriculum Statement

At Fairfield School our pupils have learning and associated difficulties which cover a wide range of needs, including mobility, communication, sensory and complex learning difficulties. Our pupils require opportunities for multi-sensory learning, to practise and consolidate their learning and reach their true potential. We strive to encourage and develop a strong sense of achievement for all our learners.

Our curriculum, informed by the National Curriculum and other relevant key SEND curriculum documentation, and supported by a range of extra-curricular opportunities and experiences, is at the heart of Fairfield School. It equally supports a totally commitment to the development of our pupils. We are focused on using every part of the day as a valuable learning opportunity as all our pupils are unique and learn in various ways. Our creative curriculum enables us to tailor learning opportunities by personalising the experiences of our pupils and the environments in which they learn. Through our nurturing environments we build each individual's potential to succeed in learning opportunities as valued members of our school community.

We aim to provide an enriched, challenging, engaging, personalised curriculum within an immersive rich and diverse environment. Our curriculum is delivered through a holistic flexible approach that ensures our pupils receive a range of broad, balanced experiences and relevant opportunities that develop their knowledge, skills and attributes in ways that will assure that learning is meaningful and relevant, and promote independence. At Fairfield we recognise the skills of our teachers in being able to plan and deliver the best curriculum for the specific children in their care; enabling our pupils to receive a rich and varied experiences which are matched to their developmental stage of learning in age appropriate ways, and using age appropriate resources etc. Our curriculum effectively promotes pupil's holistic development enhancing their self-esteem and enabling them to celebrate in achievements gained from the acquisition of new skills and a desire to succeed. We believe in having a positive approach towards school life; our pupils are encouraged to become motivated and confident individuals. We teach our pupils in unique ways, using skills, empathy, encouragement and ambition; looking outwards to the therapeutic community and the expertise that lies both within and outside of our school.

Many of our pupils require a specialist approach for them to excel, taking into account their personal special needs and adapting our approaches to meet those needs. Therapies are an integral part of what we offer pupils and are embedded into curriculum opportunities. Learning the skills for a happy and prosperous life is paramount and we celebrate the joy of learning and progressing in our achievements. Above all, we put everyone at the centre of their own personalised learning journey to fully optimise their potential academically, socially, emotionally and spiritually within their life at school, at home, within their community and beyond into the world ensuring that they become lifelong learners.

Our bespoke, creative curriculum is taught by experienced professionals, enabling all pupils to achieve at their own level. Fairfield prioritises each individual pupil to generate optimum conditions for their learning. Pupils begin Fairfield with a variety of experiences, opportunities and needs. It is the role of all staff to encompass a holistic approach to learning; encouraging the pupils to develop a sense of pride, care and sensitivity towards themselves, their peers and the school through exciting, engaging and challenging tasks.

Intent

At Fairfield School, our curriculum is designed to personalise innovative and effective techniques in educating and supporting the unique needs of our pupils. It aims to provide knowledge and skills to engage in relevant learning and development opportunities, to fully support a balance of stimulating and relevant contexts for learning through different experiences, themes and subjects. The curriculum is successfully adapted and designed to be ambitious to meet the needs of every learner. The ability to learn is underpinned by the teaching of knowledge, skills, concepts and values. These relate to the four areas in each pupil's Education, Health and Care Plan (EHCP):

- Communication and Interaction
- Cognition and Learning
- Physical and Sensory Development
- Personal, Social and Health Education (including mental health and well-being)

We constantly provide enhancement opportunities to engage our learners; personalised provision enables staff to plan to meet the needs and interests of individual pupils, and work closely with the pupils' families. Community involvement is an essential part of our curriculum as we celebrate various traditions, learning new skills to enable our pupils to take an active role in events throughout the year. The curriculum is designed to support the development of functional skills, independence and personal development, preparing our students to make a positive contribution to life in modern Britain.

Implementation

Our curriculum is organised into areas linked to the Education Health Care outcomes:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

The curriculum and learning environments are personalised depending upon the needs and ability of the individual pupils.

Our creative curriculum follows a themed approach; this provides a flexible framework that enhances areas of our provision to develop and support our pupil's needs, interests, curiosity and stimuli through pupil led and adult initiated activities. Improving the pupil's ability to stay focused and utilising strategies and resources which engage them provides a platform for developing new knowledge, skills and broadening experiences. Termly topics are planned within all pathways ensuring that classes are able to facilitate various approaches and learning styles to enrich personalisation of learning

opportunities and accessibility. Our themed approach enables our learners to experience a wider understanding of the world around them; providing pupils with a breadth of opportunity to embed and use knowledge, and consolidate previous learning.

Our curriculum is differentiated within our pathways to meet the bespoke child centred needs of our pupils to ensure they have access to areas of learning that meets their individual needs. Curriculum pathways are driven by the identification of individuals personal targets, and as the needs of our pupils evolve, we continually assess the most appropriate pathway for them. There is a strong focus on engaging pupils in a wide range of experiences through early receptive and expressive communication, engagement in learning through interests, motivators and sensory and physical skills. Some of our learners have complex medical needs and there is an emphasis on a wide range of specialist provision, both by Fairfield staff, visiting professionals and outside agencies, as identified as part of their EHC plan, supporting not only the cognitive aspects of progress and achievement, but also communication, SEMH, sensory and physical.

Pupils can work between pathways to achieve a personalised model to meet their individual needs. This offers a degree of flexibility for pupils to progress developing their learning skills. When pupils are confident and comfortable in their environment they become more recipient learners. Our pupils respond well to consistency and continuity; routines and schedules are planned to extend learning experiences and intentions.

Impact

The impact of our curriculum supports our pupils to make personalised progress in all areas of their learning, ensuring that there are no barriers to their achievements. The abilities of all pupils are base lined on entry to Fairfield and attainment of areas of progress is tracked to identify priority areas and pupil's interests, enabling them to achieve in their learning. Data is collated three times a year which highlights the diverse range of our pupil's needs. Each individual is able to access a bespoke curriculum which is able to evolve according to specific needs and abilities, and is clearly linked to our assessment arrangements. Continuity and progression is defined by individualised opportunities which may include improving communication skills whether through the expression of conventional language and comprehension, or through establishing the various alternative and augmentative means of communication. Also, developing social skills and interactions with others, or supporting physical needs by improving posture, core stability, co-ordination and mobility.

Effectively supportive relationships between the staff and the pupils enhance the individual's accessibility, receptiveness and participation in their learning. Personalised opportunities ensure that pupils are developing to specifically succeed towards their personalised outcomes on their Education, Health Care Plan.

Fairfield Curriculum

INTENT
WHAT ARE WE TRYING TO ACHIEVE?

Curriculum Vision and Aims

At Fairfield we strive to encourage and develop a strong sense of achievement within all our pupils that will stay with them throughout their lives. Through our nurturing environments we build each individual's potential to succeed in learning opportunities as valued members of our school community. We believe in having a positive approach towards school life; and our pupils are supported to become motivated and confident individuals.

Areas of Need

Communication and Interaction Cognition and Learning Social, Emotional and Mental Health Sensory and/or Physical

Focus for Learning

Attitudes and Attributes Skills Knowledge and Understanding

Pupil's Rights

Quality Education achieve and progress Communicate and interaction with others, pupil voice Make Choices and develop Independence Safety, Health and Wellbeing Positive Relationships

Approaches to Learning

Lessons
Collaborative active learning
Personalisation
Multi sensory
Differentiation

Communication
Total Communication
Makaton
AAC, PECS, Symbols
TAC PAC
Intensive Interaction
Reading/Writing/Phonics

Personalised
EHCP / AR
Personalised
Targets

Behaviour
Positive Behaviour
Behaviour
Management Plans
Personalised
Learning

Learning
Exploring the local community
Contextualised trips and visits
Residential
Visitors into school
Swimming, Gym etc.

Routines
Daily Timetables
Emotional
Development
Physical Development
Opportunities for SMSC

School Approach

Three year rolling plan of creative, sensory termly themes that provide relevant learning contexts

Curriculum Areas

Communication, Language and Interaction Mathematical, Problem solving and Numeracy Mathematical and Cognition PSHCE Understanding of the World (Science / Humanities) Expressive Arts and Design Physical Development

Life Long Learning

Independence, Life Skills, Communication and ICT

Assessment is Integral part of Teaching and Learning

Pupil's successes are evaluated using various assessment tools and techniques ie. EHCP, Evidence for Learning, Pupil's Personalised Plan, moderation, parental involvement, pupil voice, ASDAN, External accreditations etc.

IMPLEMENTATION
HOW DO WE ORGANISE LEARNING?

IMPACT
HOW ARE WE ACHIEVING?

Themes

At Fairfield we use a thematic curriculum approach which supports a balance of stimulating and relevant contexts for learning through a variety of learning experiences and subjects. We have termly school themes which are planned for continuity and progression through a three year cycle. Each theme is differentiated to combine different strands to support our pupil's learning within the different pathways. Learning is differentiated to include various opportunities including sensory and holistically approaches, physical challenges and problem solving skills; engaging our pupils in truly memorable learning opportunities.

Our curriculum themes provide a consistent philosophy for learning where pupils will have opportunities to;

- have memorable first-hand experiences e.g. going on a visit outside the classroom or inviting visitors into school
- have WOW experiences - Investigate and Discover
- be introduced in exciting ways to the new theme
- begin initial research and set enquiry questions
- have opportunities to make observations
- develop communication skills
- participate in sensory activities
- have opportunities to engage in learning experiences

Curriculum Pathways

To ensure opportunities are personalised through our creative and diverse themes, flexible timetabling and therapeutic input we incorporate curriculum pathways throughout school which form personalised journeys to meet the needs for each individual. Our developmental skills based and creative curriculum aims to encourage all our pupils to develop the opportunities to enhance their learning and independence. Each pupil is unique and will therefore require an individualised learning pathway.

The amount of time allocated to the various subject areas will vary over time and across the different pathways. In planning for breadth and balance across school we take account of:

- the statutory requirements
- the changing needs of pupils
- the views of parents/carers
- the views of professionals and levels of support available

Our curriculum pathways are driven by the identification of individuals personal targets, and as the needs of our pupils evolve, we continually assess the most appropriate pathway for them. Pupils can move between pathways to achieve a personalised model to meet their individual needs. This offers a degree of flexibility for pupils to progress into more appropriate pathways as they develop their learning skills. Pupils have personalised targets which are shared with parents / carers to extend learning opportunities. Our aim is to engage our pupils in enjoyable learning activities that are of functional value to them now and in their future.

We see the essential focus areas as:

- personalising learning opportunities
- developing our pupil's ability to communicate and interact with others
- improving pupil's physical abilities and sensory development
- enhancing personal, social, health and emotional skills
- developing cognitive skills
- developing independence

Our pathways are designed to have an innovative style to learning to stimulate our pupils to acquire a continuum of learning opportunities. Our creative themed based approach is planned to ensure it provides breath and flexibility; it is relevant, inclusive, supporting a balance of learning experiences and opportunities to meet individual needs. Our curriculum pathways have been devised to support the skills and confidence individuals need to be ready for learning, developing independence alongside therapy interventions. We acknowledge that some pupil's needs may cover more than one pathway, and that additional requirements for every child should be taken into consideration. Through whole class sessions, small and 1:1 groups, enrichment days and medical interventions we aim to use time flexibly and creatively to maximise learning opportunities.

Early Years Pathway

Children's earliest experiences help to build a secure foundation for learning throughout school. The Early Years Curriculum is linked to the Early Years Foundation Stage (EYFS). Learning through play and recognition that each child is unique, learns at their own pace and in their own way are at the heart of our philosophy for learning throughout school. Children enjoy a wide variety of activities throughout the week which are designed to help them learn new skills, gain confidence and form good relationships with others.

The curriculum is organised into seven areas:

Early Years Foundation Pathway						
Personal, Social and Emotional Development	Communication and Language	Physical Development	Mathematics	Understanding the World	Expressive Arts and Design	Literacy
Prime Areas			Specific Areas			
Termly Themes						
Sensory						
Positive sense of themselves and relationships Respect for others Social skills Behaviours Feelings Confidence	Total Communication Rich language environment to speak and listen in a range of situations Symbols Makaton Intensive Interaction Objects of reference Communication aids Tac Pac Switches Object tacking	Opportunities to be active and interactive Develop co-ordination, control and movement Make healthy choices Body awareness Physiotherapy OT Rebound Hydro	Schema Counting Understanding and using numbers Simple addition and subtraction Shape, space and measure	Developing and understanding of their physical world and community Opportunities to explore, observe, and find out about people, places, technology and the environment	Explore and play with media and materials Sharing ideas, thoughts and feelings through art, music, movement, dance, roe play, design and technology	Access to books and reading materials Early mark making Writing Early reading Sounds Letters

Pre-Formal Pathway

Our Pre-Formal Curriculum at Fairfield is planned for our pupils with profound and complex learning needs who are at a very early and emerging stage of learning. Pupils will focus on key personalised learning through non-subject specific teaching where they are able to develop positive relationships with others and a sense of belonging and trust in the school environment. Opportunities are planned which are personalised and meaningful, celebrating the different abilities and achievements of every individual. The initial areas of learning focus on communication, social and emotional and cognitive skills. It values and recognises the importance of movement and play, and the need for multi-sensory approaches to support learning and proactively explore the world around them. All pupils will be encouraged to achieve the highest level of personal mobility and independence which will be planned into their learning daily learning programmes.

Pre-Formal Pathway			
Communication and Interaction	Social and Emotional	Cognition and Learning	Sensory and Physical
Termly Themes			
Sensory			
Total Communication Strategies Communication aids	Eating, drinking, swallowing Personal care	Routines Skill based opportunities	Sensory Interaction Fine motor and gross motor skills

Sensory stories Resonance boards Tac Pac Switches Object tacking Objects of reference Intensive Interaction	Washing Dressing Tooth brushing Choice making Taking turns Independence Reaction to stimuli Independence	Visitors Visits out of school Experience of being in different room / area in school Faiths Numeracy Shape, space and measure	Physiotherapy Occupational Therapy Rebound Therapy Hydrotherapy / swimming Movement Wheelchair dancing ABC – Agility Balance Co-ordination Specialist equipment Art / Music / Drama
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Semi-Formal Pathway

The semi-formal curriculum at Fairfield recognises that many of our pupils have a range of complex learning difficulties and additional needs. The curriculum is tailored to address personalised learning opportunities and facilitate engagement through pupil's experiences and interests. Some may learn through structured play however; others may learn more effectively through functional activities. Students here are ready to follow aspects of a subject specific curriculum

- Communication, Language and Literacy
- Mathematical Thinking and Problem Solving
- Personal, Social, Health and Emotional
- Understanding the World – Science, History, Geography, ICT, RE
- Arts and Creativity – Art and Design, Music, Dance and Drama
- Physical Development – Swimming, Hydrotherapy, Rebound, PE, Outdoor play, Physiotherapy and Occupational therapy
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Semi – Formal Pathway					
Communication, Language and Literacy	Mathematical Thinking and Problem Solving	Personal, Social, Health and Emotional	Understanding the World	Arts and Creativity	Physical Development
Termly Themes					
Sensory					

Total Communication Strategies Speaking and listening Early mark making/writing Early reading / sounds Symbols Makaton Objects of reference Communication aids Sensory stories Resonance boards Tac Pac Switches Object tacking Intensive interaction	Number Addition and subtraction Shape Measure Space Sorting Time Money Events Matching	Being with others Health Self confidence Self esteem Relationships Eating, drinking, swallowing Personal care Washing Dressing Tooth brushing Choice making Taking turns Independence Reaction to stimuli Independence Keeping safe	School life Designing and Making Time Place Communities ICT E Safety Faiths	Exploring materials Music Dance Imaginative play Drawing Painting Modelling Cutting Colours Working with artists Theatre visits etc.	Movement and Space Body awareness Physiotherapy OT Rebound Therapy Hydrotherapy / swimming Movement ABC – Agility Balance Co-ordination Co-ordination, balance and agility
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Formal Curriculum Pathway

The formal curriculum is for our pupils at Fairfield who are working at a more advanced subject specific level. These pupils may be taught through individual subjects:

- English is a core subject and underpins a lot of the learning. Not only is it taught as basic skills lessons but it is also embedded into our holistic themes. Within this pathway we focus on developing communication skills and reading and writing development (where appropriate). The school uses a variety of reading schemes and supplementary reading materials including The Oxford Reading Tree. The literacy subject leader works alongside staff to ensure that pupils receive the best learning experiences possible
- Maths is one of the core areas of the curriculum. Pupils are taught the basic mathematical skills that will support them to develop an understanding of everyday skills and problem solving
- Personal, Social, Health Citizenship Education (including Sex and Relationship Education and Citizenship), Transitions and Careers. We believe that emotional well-being and self-esteem are crucial aspect of our curriculum, enabling pupils to develop an understanding of themselves, their peers and others in society
- Knowledge and Understanding encapsulate our humanities curriculum which consists of Science, Geography, History, ICT and Religious Education. We aim to provide a curriculum which informs our pupils of historical events, ensures geographical and environmental understanding

and provides them with a rich cultural, moral and spiritual understanding of the world through the teaching of Religious Education. Teaching is stimulating, exciting and provides them with a greater understanding of current events in the wider world. The humanities curriculum also provides pupils with key life skills such as teamwork, empathy, communication, language, thinking and independence skills

- Expressive Arts encapsulate art and design, dance and drama. The arts are a form of celebration, communication and expression. Drama, music, dance and art help pupils develop self-awareness and confidence and to acquire empathy, teamwork and listening skills. Participation in the arts develops gross and fine motor skills and can be used to support other areas of the curriculum. At Fairfield we strive to offer a curriculum rich in the arts, inspiring and nurturing each individual, raising self-esteem and confidence.
- PE - Swimming, Hydrotherapy, Rebound, PE, outdoor play, Physiotherapy and OT

The pupils benefit from a structure that enables whole class, smaller groups and personalised learning. The formal curriculum recognises that many of the pupils have a range of needs and may still access specialist provision and different pathways as part of their personalised provision.

Formal Curriculum Pathway					
English	Maths	PSHCE	Understanding the World	Expressive Arts	PE
Termly Themes					
Sensory					
Total Communication Strategy Writing Letter Formation Phonics / Reading Texts Speaking and listening Sentence building Role play Intensive interaction Makaton Drama	Schema Number Adding Subtracting Shape Measure Space Sorting Time Money Events Matching	Working in groups Working independently Sex Education (Y6 and above where appropriate) Hygiene Road Safety Stranger danger Radicalisation / Extremism	Science Geography History Local community Environment Weather Season Making predictions The world ICT E Safety	Exploring materials Skill based techniques Music Dance Imaginative play Drawing Painting Modelling Cutting Colours Working with artists Theatre visits etc.	Movement and Space Body awareness Physiotherapy OT Rebound therapy Hydrotherapy / swimming Skill based games Competitive activities ABC – Agility Balance Co-ordination Co-ordination, balance and agility

Post 16 Vocational Pathway

The Post 16 curriculum is based on preparation for future opportunities. Many students in Post 16 undertake work-related learning, including opportunities for work experience, both within school and the wider community. These experiences ensure our students have real life opportunities to practise and develop

work related skills, which will equip them in their adult lives. Work experience also gives our students the opportunity to explore an area of work in which they may have an interest, and enables them to make informed choices.

The student's economic understanding is also developed through the enterprise aspects of the curriculum, we encourage them to work towards their personal aspirations and goals to develop self-esteem, confidence and a love for learning. These lifelong learning skills are developed through the use of project based learning and fund raising. Some examples of this have included hosting a weekly cafe, Christmas market, themed raffles and making and selling biscuits to raise money for graduation celebrations, visits out of school etc.

Opportunities are planned for the Post-16 students with more profound and complex learning and medical needs to continue to develop positive relationships, their independence and engage with the world around them. This is made available through personalised teaching opportunities and student interests. In Post 16, students are able to access accreditation courses such as ASDAN Personal Progress. Some students may undertake work-related learning, independent living skills and preparation for external accreditation with the ASDAN Award which focus on the key areas of life skills and personal development in preparation for adult life.

Post-16 Pathway				
Functional English/ Communication	Functional Maths	ICT	Enrichment	Independent Living Skills
Reading Writing Communication (speaking and listening) Social stories Modern Foreign Languages Makaton sessions Grid 3 sessions Story Massage	Money Number Shape Measure Position Sequencing Sorting Time and Place	Visi-Screen Green Screen filming ICT skills E-Safety Eye-Gaze Soundbeam	Music Art Baking PE Dance Sign and Sing Celebrations Taking part in events	Shopping Cooking Lunch Looking After Your Home Road safety Preparing drinks and snacks Looking after yourself Personal presentation

Post 16 Pathway				
Work Related learning	PSHCE	Community Participation	PE/Physical	Art
Enterprise Work Experience Safety at Work Food Hygiene Role, jobs, CV's and interviews Following Instructions Careers	Friendships and Relationships Growing up/Sex Ed Healthy Living Keeping safe Personal Care Body Awareness	Caring for the Environment Engaging in Sporting Activities Using Leisure Facility Community Projects Travel Training Community gardening Community events	Swimming Street bikes Team Sports Yoga Therapies Hydrotherapy Rebound	Exploring materials Skill-based techniques Music Dance Art

Looking the part Running a cafe		Community walks Careers visits Visits to workplaces Transition visits		
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Personalisation

All our pupils have individual targets which focus on their personal areas of development as outlined in their EHCP, Pupil Profile and Personalised Learning Intentions. Specific approaches are planned to implement a range of learning opportunities which are personalised to meet their individual needs. The pupils also have access to additional provision organised within their pathways. Fairfield curriculum is delivered by a multi-disciplinary staff team which include physiotherapy, occupational therapy; music therapy, speech and language therapy which are an integral part of what we offer pupils and are embedded into the curriculum.