



Whole School Curriculum Model 2022-2023 – to be read in conjunction with diagrammatic model

1. At the centre is the young person with individual educational plan targets focussing specifically on English, Maths, PSD and any other that highly relevant e.g., Behaviour or physical needs...
2. Outside that, depending upon assessed attainment within national framework of 'P scales' (using PIVATS assessment tool as support) or 'national standards' will determine which level of the 3-tiered model of curriculum delivery individuals are placed and it offers a brief overview of context e.g., subject specific/subject and thematic/7 aspects of Rochford recommendations to sensory development.
3. The next ring highlights all those other key skills or aspects of learning many of our students require to be taught - representing that it does not matter which model of delivery they are part of they may need to learn these.
4. The final ring are all the other things/interventions we provide again anyone, in any model of delivery from any age can require elements of these at some point.
5. The key words around the outside following the arrows are meant to be read in a way that all (1-4) the above happens as part of us teaching, creatively to get engagement and learning opportunities delivered in a differentiated way that includes and involves the young people which then feeds back into our teaching.
6. The arrows are showing a circular route but bend inwards on purpose to represent that all the phrases in (5) run right through every aspect of the 'model diagram'.
7. The 4 focussed words in each corner come from the 'vision' element that the model provides - we offer **challenge** to **empower** to **inspire** and to **prepare** ALL our young people for whatever is next through to adulthood.