



Curriculum for Wales Summary

Each learner enters Ysgol Bryn Derw with unique and significant challenges and obstacles to learning. Each learner will leave Ysgol Bryn Derw equipped with the necessary skills to maximise their life chances in their individualised future plan, by developing in the 4 Purposes of the Curriculum for Wales in their own individual way. Our motto, which aligns with this focus, is “Learning and growing together for our future”.

They will be nurtured and developed through our core values and a highly person-centred approach, and their individual development to overcome their obstacles and to flourish will be delivered through the vehicles of the 6 Areas of Learning and Experience, combined with personalised IEP targets and interventions that target their challenges and provide them with relevant Independent Living Skills through bespoke pathways.

The National Mission for Wales sets out the expectation that every school will create a curriculum that gives all learners equal opportunity to reach the highest standards. ‘Equity and excellence go hand in hand and we cannot have one at the expense of the other’- A key principle of the Curriculum for Wales is that it should be appropriate to every learner in every classroom. Schools have been given the responsibility and flexibility to design a curriculum which is appropriate, meaningful and engages their own learners.

Ysgol Bryn Derw is committed to the principles of the UN convention on The Rights of the Child (CRC) and recognise how a rights based approach can unify the schools ethos.

Four Purposes

The Curriculum for Wales includes the four purposes which are the shared vision and aspiration for every child and young person. In fulfilling these, we set high expectations for all, promote individual and national well-being, tackle ignorance and misinformation, and encourage critical and civic engagement.

The aim of a school’s curriculum is to support its learners to become:

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

All our children and young people will be supported to develop as appropriate to their stage and individual circumstance.

Policies are developed by relevant AoLE leaders in consultation with the staff team 6 Programmes of Study / Schemes of Work – these demonstrate long, medium and short term planning based on key skills and AoLE skills as appropriate. They document the knowledge and skills concepts to be promoted through specific activities/lessons or half term blocks. Teachers will further develop medium term planning from the Schemes of Work appropriate to the particular needs of the class.

Curriculum access

Due to the diverse and complex needs of our pupils we need to employ methods of modification and differentiation in order for the whole curriculum to be accessible to all pupils through:

- The provision of appropriate information technology resources – computers, relevant software, switches
- Appropriate use of resources to support learner’s sensory challenges, in line with their individualised sensory profile which enables them to be ‘ready to learn.’

- An environment which supports total communication using signs, speech, symbols, objects of reference, communication aids, Picture Exchange Communication System (PECS) etc
- Consistent and sensitive use of programmes to moderate challenging behaviours
- Our commitment to essential therapeutic approaches – Speech and Language Therapy, Occupational Therapy, Music Therapy, Rebound Therapy etc
 - The use of strategies to minimise or alleviate sensory impairments, such as access to the sensory areas, specialist equipment such as sound enhancement systems and the use of sensory integration strategies
- A commitment to collaboration with parents, professionals and agencies, with the community and with the pupils themselves.

Curriculum plans present a carefully considered view of the relevance, breadth and depth of study appropriate to the current pupil profile, with all teachers providing individually targeted programmes for all pupils in their class.

For some of our pupils the challenge to achieve will be difficult. It may be that in some cases certain aspects of work will remain 'light touch' rather than 'in depth' and in these cases pupils' individual statements and annual reviews will need to reflect the situation. In these instances the priority for learners is to be supported to 'regulate' and be 'ready to learn' through managing their sensory, social and behavioural barriers. Identification and referral to the Pupil Success Group ensures learners are signposted to effective therapies and interventions to support their individual needs, which may extend to beyond the classroom offer.

From time to time there may be other pupils whose achievements will go beyond the general level of the activities in our programmes of study. These pupils will be offered a range of individual extension opportunities. Where possible arrangements will be made for pupils to access local mainstream schools or community based learning establishments for particular aspects of their curriculum development.

Readiness to learn

Learners on the autism spectrum often experience sensory processing difficulties that may vary in range of intensity and can have a significant impact on their readiness to learn.

They can have unusual responses to sensory experiences and may be hypo-sensitive (sensory seeking) in certain areas whilst being hyper-sensitive (sensory avoiding) in others. There are strategies that classes put in place to assist the learner's readiness for learning. Each learner has a unique sensory profile which can fluctuate from day to day.

Whilst valuing neuro-diverse ways of being and engaging with the world, we prioritise creating environments and experiences and support learning and engagement.

Pupil experience over time

Whilst our curriculum is focused on the individual and their stage of development/learning, rather than their age, it is also important for our curriculum to recognise that pupil experiences change as they become older. A 6 year old and a 17 year old working at the same level of development will of course have different curricula. In their earlier years at YBD pupils' curriculum will place a high priority on readiness to learn and upon overcoming their key barriers to learning, largely within their classroom environment and local community. Over time the curriculum will maximise the impact of their growing readiness to learn, and their self-regulation skills that help them overcome their barriers to learning. This will see the curriculum focus shift towards more formal learning in their middle years and then towards learning that focuses upon real life applications of the skills their learning has embedded. This will be evident in increased and more varied community learning, further development of a broad range of independent living skills, the development of their crucial RSE curriculum and in accreditation of their achievements.