



Rosehill School Curriculum Overview

Curriculum Vision - "Caring about Learning, Learning about Caring"

Rosehill aims to deliver an enriching, challenging and highly personalised curriculum that promotes learners to achieve the best possible outcomes and reflects the world they live in today. Through inclusive cross-curricular and engaging experiences, pupils will foster a passion for learning, developing them academically, socially, emotionally and physically, in order to fulfil their true potential and participate fully in society.

What are our aims? Our vision

What are we trying to achieve? Curriculum intent

- ❖ To ensure the best life outcomes for all the children and young people attending Rosehill School
- ❖ To be ambitious and aspirational for the future of all the pupils
- ❖ To keep pupils' learning at the centre of the curriculum, in line with each individuals' EHC plan, offering personalised learning opportunities for them to grow as individuals
- ❖ Providing a broad and balanced curriculum that all pupils can access (Curriculum Routes, Areas of Learning & Experience, Progression Pathways linked to the NC, where appropriate)
- ❖ Embedding SMSC, FBV and a culture of safeguarding across the curriculum so that all pupils learn to become responsible citizens, are confident and keep themselves safe and healthy
- ❖ Delivering a thematic approach which provides creative and rich and varied experiences, engaging pupils' interest and enabling them to acquire meaningful skills and knowledge
- ❖ Coherently planned and sequenced, and has a breadth of content, necessary for Autistic learners to progress and reach their potential
- ❖ Offering a wide range of creative, enabling and safe learning environments and resources, in which the pupils can develop their social skills and independence
- ❖ Enabling learners to communicate and interact with the people around them through the use of a 'total communication approach'
- ❖ Promoting the positive wellbeing and resilience of all learners, enabling them to self-regulate their behaviour and sensory needs
- ❖ Preparing pupils for the next steps in education, employment and training and their adult lives
- ❖ Leaders having a strategic, long-term commitment to sustaining high standards, ensuring high quality teaching and learning

How do we organise learning? Curriculum implementation

- ❖ Our shared vision – putting the CYP at the centre of everything, they are our vision
- ❖ A clear curriculum structure - keeping each learner's EHCP at the centre of plans
- ❖ Use of a 'total communication approach' which includes Makaton, PECs, intensive interaction, discussions, questions and answers, feedback, written tasks – maximising each CYP communication potential and independence
- ❖ Pupil participation, leadership, pupil voice and celebrating achievements - developing CYP character
- ❖ High quality planning and teaching – sustaining excellence in teaching and learning through CPD and learning and development of staff
- ❖ Personalised learning and intervention sessions – being flexible and responsive to individual needs and interests, developing essential life skills
- ❖ Our creative curriculum, which includes role play, themed events, projects and productions - making learning inspiring, diverse and memorable
- ❖ We use the National Curriculum, EYFS Framework, Preparing for Adulthood, Autism Education Trust, Rosehill Schemes of Work, Phonics, Reading and Maths Programmes and Accredited Learning as the foundation of the curriculum, but interpret them in the most creative sense
- ❖ A highly organised curriculum designed to be broad, balanced, coherent and interactive (which includes learning outside the classroom i.e. trips and visits) - The Discovery, Explorers and Investigators Curriculum. Progression for pupils through Rosehill is via different Pathways
- ❖ Our 'thematic' approach – learning filled with rich first-hand, purposeful experiences - promoting engagement, exploration and investigation
- ❖ Spiritual, moral, social and cultural education (SMSC) and Fundamental British Values (FBV) – emphasis on the whole CYP
- ❖ Visual daily timetables – enabling interaction and participation, and building of structure and routine
- ❖ An enabling and immersive learning environment and engaging resources – providing opportunities for pupils to use all of their senses to engage with the world around them
- ❖ Curriculum and learning reviews – having a flexible framework and assessment systems which embed the principle of sustainability
- ❖ Building partnerships - our collaborative approach and sharing of practice

Cognition & Learning

Communication & Interaction

Social, Emotional, Wellbeing & Mental

Sensory, Physical and Health

Preparing for Adulthood

How well are we achieving our aims? Curriculum impact

Pupils making expected or above expected within the '10' Strands

