



CURRICULUM & PERSONAL DEVELOPMENT POLICY

Policy Owner	Sophie Evitts and Tim Barker
Role	Head of Site
Date issued	September 2024
Chair of Governors Signature	Gemma Watts
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Next review date	Reviewed Date	Reviewed By	Changes made to the policy	Date and Minute number	Chair of Governors signature
Jan 25	03/01/25	SE	RAP to Target progress Updated scales for assessments Updated B Healthy content	10/02/2025	<i>Gemma Watts</i>
Sept 2027	April 2026	TBa	Inclusion of common mission. Adding '& Hobbies' to Employment subject title. Inclusion of Core 4. removal of 'brackenfield characters and inclusion of HIVE.	29/06/2026 - 2037	<i>Gemma Watts</i>

			Reference of Honeycombs Inclusion of pre-emergent and functional terminology. References to OPAL. Ideas to be branched out mentioned in the homework section.		
			Policy updated following feedback: assessment section clarified to separate assessment of need and assessment of progress; wider triangulation added, including behaviour, attendance, regulation, J2L and Sensory Toolkit; planning-document examples added to appendices; curriculum delivery/Core QA/subject honeycomb visuals added		

Introduction

Brackenfield SEND School caters for a wide range of pupils with varying levels of need, communication and cognition. We recognise the importance of personalised outcomes for each of our young people, as each pupil has a unique starting point and future pathway.

Each pupil has a personalised and bespoke curriculum offer which is informed by their Education, Health and Care Plan, their strengths and needs, and our understanding of what will support them to be as prepared as possible for adulthood.



Intent – What we Teach

The intent of Brackenfield's curriculum is to **prepare pupils for adulthood**. Succeeding in life for our pupils means living as independently as possible and having agency over their own lives. This means not only having a voice, but developing the skills, confidence and opportunities to make choices and have greater control over their lives.

Our curriculum equips pupils with the essential life skills, knowledge, experiences and cultural capital they need to become the most independent, happy and fulfilled versions of themselves that they can be.

Our curriculum is rooted in Brackenfield's common mission: we prepare our pupils for adulthood; pupils are at the heart of every decision; and we enable pupils to develop **Choice and Voice, Independence, Functionality and Joy in Living**. These **Core Four** principles underpin what we teach, how we teach and how we evaluate impact.

A visual summary of how Brackenfield delivers and quality assures the curriculum can be found in Appendix A: Curriculum Delivery and Quality Assurance Models. This includes the Curriculum Delivery Model, the Core Four Quality Assurance Model and the subject honeycombs, which show how subject areas are taught through Brackenfield's curriculum approaches, vehicles and specialist provision.

Curriculum Content

All our pupils receive a broad and balanced educational offer whilst providing opportunities for progression by giving access to experiences that are **relevant, interesting and challenging**. Our curriculum content is drawn from the Early Years Foundation Stage, EQUALS In-formal and Semi-Formal approaches, The National Curriculum and the Preparation for Adulthood Framework. Curriculum delivery is centred around opportunities for safeguarding and online safety, British Values

and SMSC. The curriculum content has been designed to facilitate progression at all levels. However, this with the understanding that some pupils may remain at a developmentally early stage throughout their life due to their SEND.

The commonality of approach across the school is preparing for adulthood from the very beginning of their journey with Brackenfield. However, as adulthood is going to look very different for each pupil – what we teach to an individual pupil is influenced by what their priority needs are at any moment in time; and this may look very different from their peers. This means that all pupils in Brackenfield are working towards individual outcomes as detailed in their EHCP. Brackenfield use Pupil Centred Planning to set Personalised Learning Intentions and detail the sequential learning and short-term, medium-term and long-term outcomes for each pupil.

A Broad, Balanced, Relevant and Engaging Offer

Our curriculum is designed to prepare pupils for adulthood which we do by teaching functional life skills. It is also designed to engage pupils in learning and experiences. Whilst we recognise that there is a finite amount of knowledge and understanding that our pupils will be able to retain or understand; we do not want to place limits on their opportunities, experiences of their immediate and wider world or their potential future interests and talents. For that reason, our curriculum is carefully structured to **fully embed** the skills and knowledge needed to be as independent as possible in adulthood as well as ensuring pupils enjoy and experience fascination. For example, pupils may not need to learn about magnetic fields and poles, but they may get great joy from exploring different materials and objects and seeing how they attract or repel each other. Whilst they may not be linguists, they may enjoy hearing friends, relatives or strangers speak different languages or love learning the names of the colours in different languages. We want our pupils to feel comfortable in and benefit from as many experiences as possible in the socially, culturally, technologically and ecologically diverse world in which they are growing up and aim to expose them to as much of this as possible through our curriculum.

Our curriculum is separated into 4 broad subject areas: **Good Health; Friends Relationships and Community; Independent Living** and **Employment and Hobbies**. **Communication, Literacy and Mathematics** are the foundations for learning in all these areas.

Communication	I am learning to respond to and initiate interactions. I am learning to communicate my needs, wants, thoughts, preferences, opinions and experiences. I am learning to attend. I am learning to understand what people say to me and follow instructions. I am learning to participate in conversations.		
Literacy	I am learning to comprehend language. I am learning to understand that print carries meaning. I am learning to pronounce and recognise words. I am learning to compose and transcribe.		
Mathematics	I am learning to understand number; shape; patterns; size; and groups. I am learning to use my mathematical skills fluently to problem solve and reason.		
Good Health	Friends, Relationships & Community	Independent Living	Employment and Hobbies
I am learning to understand and manage my own body.	I am learning to develop and maintain relationships and friendships.	I am learning to live independently and manage my own household.	I am learning to make choices and discover my preferences, so I can have hobbies I enjoy. I am learning

I am learning to manage my own mental physical and sexual health. I am learning to manage and meet my own hygiene needs including toileting.	I am learning to access my community safely and confidently.	I am learning to meet my own basic needs such as hunger, thirst etc. by preparing sustenance and shopping for ingredients or items. I am learning to travel out in the community and ensure that I am dressed appropriately to do this. I am learning to make choices and discover my preferences.	about the world of work, so I know what opportunities are available to me. I am learning skills so I can enter the workforce.
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For more information of the content of each subject please see Appendix Content of Subject Areas.

Our curriculum is also designed to give pupils an experience of a **broad** range of subjects at a level that they can access them. The rationale for this is for pupils to have the experiences in which they can **develop hobbies and interests** that they can take with them into adulthood. It is the hope that exposure to different types of activities will spark an enjoyment or an interest that can later develop into a hobby. The rationale being – “how would a pupil know they like painting if they never have the opportunity to pick up a paintbrush?” or “how does a pupil know they like the cinema if they have never experienced this?”

The [Requirements for Timetable](#) detail the expectations.

Implementation – How we Teach

Pupils at Brackenfield have a wide range of learning, communication, sensory, social, emotional and physical needs. Teaching therefore needs to be personalised, purposeful and responsive. To support this, Brackenfield uses a graduated curriculum approach which aligns teaching, provision and expectations to each pupil’s current learning needs.

Through a forensic assessment system, pupils have a personalised curriculum designed to meet them where they are now and prepare them for the next stage of their life, through to adulthood. This assessment draws together information from each pupil’s EHCP, communication profile, sensory profile, social and emotional presentation, engagement, preferences, motivators, prior learning, strengths and priority needs.

How we approach teaching is influenced by pupils’ holistic assessment profiles, including their social, sensory, communication, emotional and learning needs. Through assessment, we gather rich information about pupils’ preferences, motivators, current skills, barriers to learning, ability and willingness to follow instructions, readiness to engage in adult-led activities, and how they apply and develop knowledge and skills over time.

This information helps staff identify the approaches most likely to support learning. At Brackenfield, we describe pupils’ learning primarily through three broad descriptors: **pre**, **emergent** and **functional**. These descriptors help staff to understand where a pupil is currently learning most

successfully and what approaches are likely to be most effective. They are not fixed labels and do not place a ceiling on a pupil's development.

Pupils may demonstrate strengths and needs across more than one level at different times, in different contexts and across different areas of learning. Provision is therefore responsive and draws on the approaches, strategies and curriculum content that best meet individual need.

Pre

Pupils working at a **pre** level are developing basic awareness and readiness to engage with the world around them. They may briefly notice people, objects and sensory experiences, tolerate adult presence and engage for short periods with high levels of adult support.

Learning is rooted in **experiencing, exploring, repetition, co-regulation, sensory engagement and cause and effect**. This lays the foundations for attention, persistence, interaction, communication, choice and early independence.

Emergent

Pupils working at an **emergent** level are moving from awareness into more active engagement, interaction and early initiation. They begin to explore, trial and experiment with activities, make simple choices and engage in shared attention, shared play and short adult-led activities.

With consistent routines, modelling and support, pupils sustain attention for longer, communicate more intentionally and build growing confidence, persistence and independence in learning. Teaching focuses on developing **communication, choice-making, participation, early problem-solving, interaction and readiness for wider learning**.

Functional

Pupils working at a **functional** level use their skills purposefully and intentionally in meaningful, real-life contexts. They apply and generalise learning across environments, problem-solve when challenges arise and complete tasks with increasing independence.

Learning focuses on **functionality, adaptability, communication, self-regulation, decision-making, community participation and independence**. Pupils are supported to make informed choices, interact socially, develop preferences and participate confidently in everyday life.

Subject Specific Learning

Due to the significant and complex learning needs of our population, pupils at Brackenfield are not suited to a completely formal curriculum approach. However, where pupils are at a developmental level where subject-specific or more formal teaching would be effective in developing their skills, knowledge and understanding, this forms part of their curriculum offer. This may be across any subject area and is planned where it is meaningful, purposeful and relevant to the pupil's preparation for adulthood.

For example, before pupils can write, they need to understand that marks and symbols can carry meaning. Early mark-making may begin as a sensory and physical experience before it develops into intentional communication or writing. Teaching therefore focuses on the underpinning communication, physical, cognitive and symbolic understanding pupils need in order to access later subject-specific learning successfully.

For more information, please see the [Literacy](#) and [Mathematics](#) Policy.

Baseline Assessments

Baseline judgements are used to inform embedded literacy and mathematics through personalised learning intentions. B-levels judgements are used to categorise pupils into groups as below:

B-Level Assessment of Literacy Skills	B-Level Assessment of Maths Skills
- Below B8 – Pre Reader - B8 – B15 – Emergent Reader - B15 and above - Functional Reader	- Below B8 – Pre Maths - B8 – B15 – Emergent Maths - B15 and above - Functional Maths

From here, pupils identified as emerging or functional readers or mathematicians are then selected for standardised testing. We use the Salford Sentence Reading Comprehension Test for Reading and the Sandwell Early Numeracy Test for Maths.

Data is triangulated; age, B-level, standardised test result (including language comprehension age for maths) which informs the curriculum offer and classroom approaches.

Evidence of learning is tracked through functional application of the literacy and mathematics skills in order to see holistic, generalised and maintained progress. This is done through BOOP, where targets and different skills are tagged in posts.

Accreditation Opportunities

Within the key stage 4 curriculum, pupils work towards a variety of qualifications aimed to prepare young people for adult life and the world of work. Accredited outcomes are decided on a case by case basis, as the focus of qualifications and accredited learning is to prepare for employment, therefore qualifications are focused on employment related skills and learning.

The qualification range we offer has been chosen in consultation with employers to ensure we prepare young people for employment as much as possible. Qualification suites include:

- Functional skills in English
- Functional skills in maths
- Science and Health
- Specific employability/ vocation specific units within Skills for Further Learning and Employment, Travel Training, Independent Living in the Community
- Duke of Edinburgh

These qualifications are available from Entry 1 to Level 2 and in a range of sizes from Awards to Diplomas, they are suitable for learners of all abilities. Pupils can achieve the qualifications from the essential vocational group which are skills and knowledge content.

Specific vocation areas will be chosen based on pupil voice, current labour market information and their preferred or requested vocational area. These areas include hospitality, childcare, retail, business admin, catering, cleaning, beauty. Qualifications are accredited through Open Awards.

Pupils also work towards non-accredited learning via the Badge of Excellence in personalised learning. This certificate is bespoke to each pupil and reflects the personal achievements made through personalised learning intentions. The Badge of Excellence is also awarded through Open Awards.

For more information on Open Awards and information towards policies and procedures please see the following links: [Policies and Procedures | Open Awards](#)

For more information about employment opportunities, please read the employment and careers policy.

Planning; Lesson Allocation and Timetables

Planning takes into consideration all relevant information about the pupil. This includes the pupil's EHCP, assessment information, communication profile, sensory profile, engagement, motivators, strengths, needs and preparation for adulthood priorities. This information is brought together through the Pupil Centred Planning process and used to inform Personalised Learning Intentions, medium-term planning, teaching approaches and timetable design.

Long Term Plans and Schemes of Work are available for each subject area. These provide the broad sequencing of knowledge, skills, experiences and opportunities pupils may access over time. They support subject leads and class teachers to ensure that learning is progressive, purposeful and linked to preparation for adulthood, while still allowing flexibility for individual pupils and class groups.

In Year 11, pupils work towards Open Awards accredited outcomes where this is appropriate. These are bespoke to pupils' interests, aspirations, transition plans and current labour market information. Each class has an overview plan for the year which identifies when units, themes or planned learning opportunities will be taught.

Medium Term Plans are written for each MER and are specific to each class. They are completed on a template which includes:

- the rationale for the session, bespoke to each class;
- relevant PLIs that will be worked towards;
- an outline of the activity, which may include a link to another document such as a PowerPoint;
- appropriate groupings for pupils and different activities where needed;
- additional specific learning outcomes, if needed;
- clear plans for progression and sequencing learning;
- planning completed at least five weeks in advance where possible.

Towards the end of a MER, the next MER's planning may not be fully completed until PLIs have been reviewed and agreed through the Target Progress process. In these cases, planning is completed as soon as possible once the relevant information has been confirmed.

There is no separate whole-school document for short-term planning. Teachers may create their own short-term planning systems if they wish. Many teachers add further detail to the Medium Term Plan as the session gets closer, so that this document also supports their short-term planning.

For a visual representation of the planning model, please see the relevant planning guidance.

Specific planning collaboration time is set aside during each MER for teachers to work together. Curriculum development, review and refinement are also supported through the school's honeycomb leadership structure and MER processes. This ensures that curriculum thinking is collaborative, responsive and rooted in pupil need.

Pupil Centred Planning

Pupil Centred Planning brings together the key information needed to understand each pupil's strengths, needs, views, aspirations, current assessment profile and preparation for adulthood priorities.

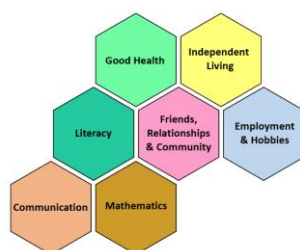
Each PCP draws on relevant information including the pupil's EHCP, assessment information, communication profile, sensory needs, family voice, pupil voice, engagement, motivators and specialist provision. This information is used to identify what the pupil can currently do, what they find difficult, what support they need and what they are working towards next.

PCPs are structured around Brackenfield's subject areas and are used to support the creation of Personalised Learning Intentions. These PLIs then inform medium-term planning, class timetables, teaching approaches and progress review. This ensures that planning starts from the pupil and remains linked to their long-term preparation for adulthood.

For further detail on how PCPs are completed, including the format, prompts and subject-area guidance, staff should refer to the Pupil Centred Planning guidance and template.

Timetables

The class timetables are colour coded to show the predominant focus of each session. The seven subject areas are shown below:



Not every class will have discrete mathematics and literacy sessions on their timetables. For some pupils, literacy and mathematics will be embedded across the timetable through meaningful, functional and real-life opportunities.

Class teams tailor their curriculum and timetable to meet the needs of their class. Staff are expected to provide a clear rationale for their timetable design and how it meets the needs of pupils.

Each timetabled session must have a descriptive name and a hyperlink to the relevant Medium Term Plan. There are not specified subjects across the school, but there are minimum requirements that each timetable must contain. Staff should refer to the Requirements for Timetable guidance for further information.

The school day is split into a morning and afternoon session, separated by a lunch period. There is no fixed expectation for the length of lessons or sessions. Timetables should be designed around the needs, engagement, regulation and learning profiles of the pupils in the class.

Themes and Topics

The use of themes and topics across the school is bespoke to each class and dependent on the needs of the pupils. Themes and topics are also used to discover **likes, motivators, and preferences** and to expand their experience and knowledge of the world around them. Through themes and topics we aim to engage children and provide examples of awe and wonder. We also aim to expand their horizons and celebrate existing interests and preferences in different contexts. A theme may provide opportunities for pupils to explore and find new sensory materials and resources which can be added to the motivators they already have; they may provide ways to explore comparison through themes such as light/dark, hard/soft, wet/dry, hot/cold. Topics or themes may also provide a way for pupil to develop a broader experience of the world around them e.g. passing of seasons- exploring nature/weather at different times of year. They may also build on particular fascinations or interests e.g. dinosaurs, space or be linked to celebrations such as Christmas, Fireworks, Diwali. Each theme or topic is reflected in the resources and equipment added to the classroom and may where appropriate, with some pupils be linked through different sessions such as art, sensory stories, Attention Autism. The topics and themes selected for each class form part of our SMSC and British Values offer.

Supporting Communication across the Curriculum

All our pupils have significant communications needs due to their learning difficulties. Being able to communicate is one of the most important functional life skills. Brackenfield adopts a total communication approach policy to effectively support all our pupils – please see this policy for more information.

Supporting the Teaching of Emotions

Emotions are a highly complex and abstract concept. Before a person can communicate how they are feeling they have to be able to understand the concepts of emotions and then identify which one (or ones) they are currently feeling. Due to the cognitive and communication needs of our pupils this is very difficult for them. We teach about emotions in the moment; when the pupil or someone else is displaying or experiencing that emotion. Emotions are taught by first supporting the regulation of; then identifying of and then managing of. We support the understanding and regulation of emotions through real life situations appropriate to their development level.

For someone with a very low cognition and communication level who is actively displaying upset or anger in their behaviours we would support this by co-regulation. We wouldn't necessarily name or ask them to identify the emotion as this might be too abstract a concept for them to understand.

Several of our pupils have difficulties with their interoception meaning that they are not able to know what they are feeling internally. This includes not knowing if they are hungry, tired, needing the toilet or the emotion they are experiencing. This can make it difficult to self-regulate as they cannot respond to their own emotions appropriately, for example they may not realise that they are feeling stressed until it is overwhelming which may lead to unsettled behaviour or inappropriate responses. This is also why we sometimes see such a rapid escalation in behaviours.

For more able pupils, we support the teaching of this by helping them to identify what they might be feeling. For example, "xxx you are crying, do you think you might be sad?" or "xxx has a big smile on

their face and is laughing – what do you think they are feeling?” other examples might include – “how do you think xxx felt when you took the lego they were playing with?”

For the most able pupils teaching of emotions would include proactive teaching of strategies for them to use to self-regulate; to bring joy to their lives; to feel calm and to manage difficult situations. Some pupils might use symbols to help communicate their emotions, but this is individual to the pupil as it will depend on whether this is an appropriate strategy for them. If pupils can access emotional literacy teaching, we use Peli-can (Promoting Emotional Literacy In Children with Additional Needs).

Play within the Curriculum

Play is an essential part of our curriculum. Through play, pupils develop communication, interaction, regulation, social understanding, problem-solving, creativity, physical development, independence and joy. Play provides meaningful opportunities for pupils to explore, initiate, make choices, share space with others, develop preferences, experience challenge and practise skills in real-life contexts.

At Brackenfield, play is supported through planned classroom opportunities, outdoor learning, sensory exploration, social interaction, movement, role play and child-led exploration. Staff use their knowledge of pupils’ communication, sensory, emotional and developmental needs to support play in a way that is safe, motivating and meaningful.

Our approach to play is strengthened through our commitment to OPAL: Outdoor Play and Learning. OPAL supports us to develop high-quality play opportunities across the school day, including during outdoor and less structured times. This enables pupils to experience curiosity, creativity, movement, social interaction, managed risk, independence and joy in a wider range of environments.

Play is not separate from learning. It is one of the ways pupils develop the skills, confidence and experiences they need for adulthood, including Choice and Voice, Independence, Functionality and Joy in Living.

For more information about the use of play, staff should refer to the relevant implementation guidance and OPAL documentation.

Personal Development

Personal Development is about preparing pupils for adulthood and is embedded throughout the school curriculum through the nature of our subjects, curriculum design, wider opportunities and school culture.

It is shaped by Brackenfield’s common mission and underpinned by the **Core Four: Choice and Voice, Independence, Functionality and Joy in Living**.

Our personal development offer also reflects Brackenfield’s Culture Code of **HIVE: Honesty, Integrity, Value Others and Effort**. These principles are modelled, taught, noticed and celebrated across school life.

At Brackenfield, we value the individual and their right to experience the richness of society and develop their cultural capital. Through community visits, immersive experiences and meeting new people, we provide learning opportunities for pupils to explore British Values, experience awe and wonder, and deepen their understanding of the world around them.

Honesty

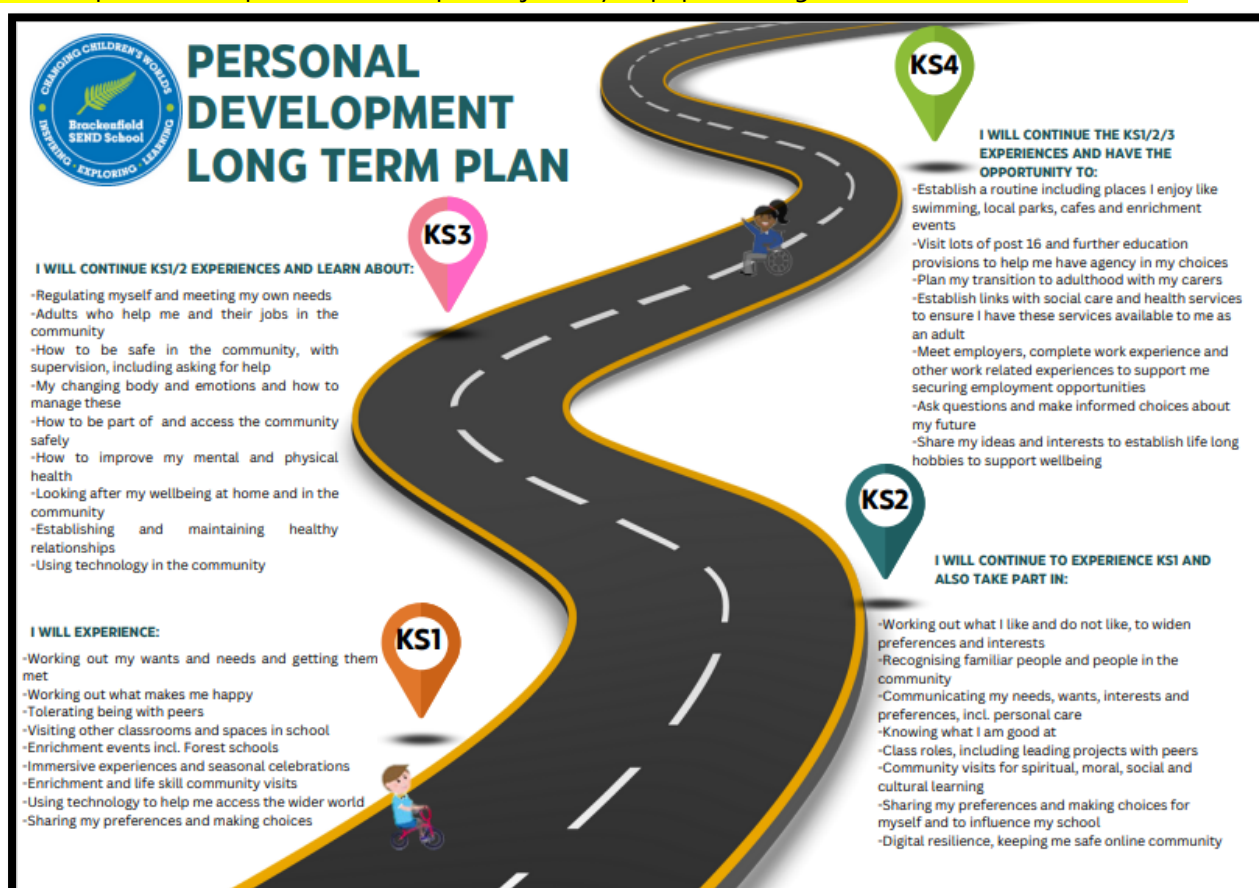
Integrity

Value others

Effort

Brackenfield Characters													
Kindness		Resilience		Cooperation		Determination		Honesty		Curiosity		Courage	
	To look after others		To not give up		Work well with others		Set a goal and stick to it		To tell the truth		Take interest in your world around you		To be brave when something is hard

This map shows the personal development journey of pupils throughout their time at Brackenfield:



At Brackenfield, we value the individual and their right to experience the richness of society and to develop their cultural capital.

Through community visits, immersive experience and meeting new people we provide learning opportunities for pupils to explore British Values, worldwide awe and wonder and deepen understanding of the world around us.

RSHE

The relationship, sex and health needs of pupils differ across the school due to developmental, sensory, social, communication and intimacy needs. RSHE is taught through a semi-formal carousel, streamlined into year groups. This ensures pupils receive their legal entitlement to the RSHE statutory guidance. Informal pupils are taught through their PLIs, and families receive support to manage pupil needs at home where appropriate.

See the RSHE policy for more information.

Spiritual, Moral, Social, Cultural (SMSC)

SMSC is embedded throughout the curriculum, our school values, CORE four and HIVE values ~~school~~ ~~characters~~.

At Brackenfield,

Spiritual development includes:

- Feelings, experiences, emotion;
- A sense of awe, wonder and mystery;
- Insights into personal beliefs and events we look forward to;
- Being able to say what we believe in;

Moral development includes:

- Being able to share our attitudes, views and values without judgment;
- Seeing other people's point of view;
- Developing an understanding of social conventions;
- Recognising that our beliefs can change;

Social development includes:

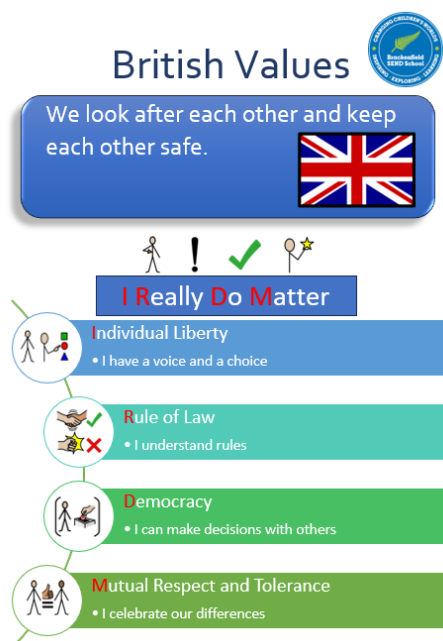
- Understanding of how different people we know relate to us;
- Being able to make a personal contribution to the well-being of the group;
- The ability to exercise responsibility and initiative;
- Being able to participate cooperatively and productively in society;

Cultural development includes:

- Understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society;
- Exposing pupils to artistic and musical experiences to maximize their cultural capital and find new talents and interests

British Values

British Values are embedded throughout our curriculum, including our cultural capital/ SMSC offer.



SMSC and BV provision is personalised to the needs of pupils. An overview of ways it is supported for our different pathways can be found in [SMSC folder](#) in the Teaching and Learning Team.

Homework

Due to the cognitive abilities and individual needs of our population, formal homework can be stressful or inappropriate for some pupils. Therefore, if homework is given, it is completely bespoke to the needs of the pupil.

All PLIs are discussed and shared with parents and, where appropriate, resources and approaches are shared between home and school to encourage PLI development.

To support learning beyond school, subject leaders may also provide optional ideas and activities for families through the **"Ideas to be Branched Out"** section of the parent/carer newsletter. These suggestions are designed to share practical, accessible ways that families can support communication, independence, wellbeing, interests and preparation for adulthood at home and in the community. These activities are optional .

Impact

Pupils leave Brackenfield as prepared as possible for their next stage in education, employment, training, adult life or their next destination. Where appropriate and relevant, pupils gain accredited outcomes and qualifications linked to their interests, aspirations and preparation for adulthood. All pupils achieve a Badge of Excellence which details their progress through their bespoke curriculum.

Brackenfield's curriculum ensures pupils are as prepared as possible for adulthood in ways that are meaningful for them as individuals, while maintaining ambition and aspiration for all. Pupils develop greater **Choice and Voice**, increased **Independence**, **Functional** skills for everyday life, and experiences that bring **Joy in Living** and enrich their lives.

Assessment of Need and Assessment of Progress

Assessment at Brackenfield has two closely linked purposes: **assessment of need** and **assessment of progress**.

Assessment of need is formative and ongoing. It helps staff understand each pupil's current strengths, needs, barriers, motivators and priorities. This includes consideration of the pupil's EHCP, Pupil Centred Planning information, communication profile, sensory needs, Journey to Learn, Sensory Toolkit, engagement information, B Levels, B Skills, B Healthy, pupil voice, parent/carer voice, professional advice and day-to-day observations.

Assessment of need informs the curriculum offer, teaching approaches, environmental adjustments, communication support, regulation strategies, Personalised Learning Intentions and class timetable design. It is not a one-off activity and is revisited as pupils develop, as their needs change and as staff gather further information about what supports engagement, regulation, communication, independence and learning.

Assessment of progress is used to evaluate what pupils have learned over time. This includes progress towards Personalised Learning Intentions, B Levels, B Skills, B Healthy outcomes, Engagement Model indicators, functional application of skills, accredited outcomes and preparation for adulthood priorities.

Progress is not judged from one piece of evidence in isolation. Staff triangulate information from BOOP evidence, observations, pupil work, photographs, videos, staff knowledge, parent/carer feedback, pupil voice, professional advice, behaviour information, attendance information and review meetings. This helps staff understand whether progress is meaningful, maintained over time and generalised across different contexts.

Information about behaviour, attendance, regulation and wellbeing is considered where it helps staff understand barriers to learning, access to the curriculum and wider progress. This should be read alongside the school's Behaviour, Attendance and Safeguarding policies where relevant.

For some pupils, progress may be seen through small but significant changes in engagement, anticipation, tolerance, communication, regulation, participation, independence or interaction. For other pupils, progress may be seen through the acquisition of knowledge, skills, accreditation or increased independence in functional real-life contexts.

This approach ensures that assessment remains holistic, personalised and linked to preparation for adulthood. It also ensures that assessment informs teaching, provision, curriculum design and wider support for each pupil.

Engagement Model

Pupils operating within the **pre** level of learning are assessed through the Engagement Model. Subject intent is used alongside the Engagement Model areas to support baseline assessment and identify how pupils currently engage across their personalised curriculum.

The Engagement Model is then used to inform Personalised Learning Intentions and to support the tracking of small steps of progress through Target Progress reporting. This, alongside wider assessment information, shows how pupils develop engagement, interaction, attention, persistence, exploration and anticipation across the breadth of their personalised curriculum.

The Engagement Model is used both formatively, to understand how pupils engage and what supports access to learning, and summatively, to identify progress in engagement, exploration, realisation, anticipation, persistence and initiation over time.

Personalised Learning Intentions

Personalised Learning Intentions are used to assess progress through each pupil's personalised curriculum. PLIs start in the present and look forward; they identify what we want the pupil to learn next, considering what the pupil wants to learn, what families and professionals share, and what staff believe the pupil needs to learn next.

Parents, carers and associated professionals are consulted so that accurate and effective PLIs can be set. To identify priorities, staff complete a strengths and needs analysis against each subject area. A sequence of learning is then set out for the coming MER, year and key stage. Key stage outcomes are drawn from the long-term outcomes in pupils' EHCPs and are both aspirational and realistic.

See the Pupil Centred Planning guidance for more information.

In order to make an informed assessment about a pupil's progress towards their PLIs, staff review each PLI and make comments based on progress to date at agreed Target Progress review points. These progress comments are quality assured by class **SLT links** and shared with parents and carers through the agreed reporting process.

B Levels

Brackenfield Levels are used to assess stages of development and progress, using neurotypical developmental milestones and age-related expectations as a basis. This provides a common language that staff, families and other stakeholders can understand. B Levels give information about a pupil's current stage of development and support the design of their curriculum approach.

Learning objectives have been created from EYFS outcomes and end-of-year National Curriculum expectations. These are arranged in Assessment Grids that enable effective assessment of stage of development and tracking of pupil progress.

Each pupil has an individual Assessment Grid which baselines and tracks progress in Reading, Writing, Numeracy, Communication, Physical Development and PE, Personal and Emotional Development, and Expressive Art and Design.

		School Year	EYFS Development Matters 2012	EYFS Development Matters 2020	Pre and Key Stage Standards	National Qualifications Framework
Pre-formal / Informal	B1		0 – 11 months	Birth to 3 Years		
	B2		0 – 11 months			
	B3		8 – 20 months			
	B4		8 – 20 months			
	B5		16 – 26 months			
	B6		16 – 26 months			
	B7		22- 36 months			

Semi-Formal / Informal	B8		22 – 36 months	3 – 4 Years	Standard 1 Writing Standard 1 Maths	Vocational Pathway Qualifications (Entry 1 Continuum)
	B9		30 – 50 months			
	B10		30 – 50 months		Standard 1 Reading	
	B11		30 – 50 months		Standard 2 Maths	
	B12		40 – 60 months	Reception	Standard 2 Reading Standard 2 Writing	
	B13	Reception	40 – 60 months		Standard 3 Writing Standard 3 Maths	
	B14	Reception	40 – 60 months			
	B15	Reception	Early Learning Goal		Standard 3 Reading Standard 4 Writing	
Formal	B16	1			Standard 4 Reading Standard 4 Maths	Entry Level 1
	B17	1				
	B18	1			Standard 5 Writing	
	B19	2			Standard 5 Maths Standard 5 Reading	
	B20	2				
	B21	2			End of Key Stage 1 Standard 6	
	B22	3				Entry Level 2
	B23	3				
	B24	3				
	B25	4				
	B26	4				
	B27	4				
	B28	5				Entry Level 3
	B29	5				
	B30	5				
	B31	6				
	B32	6				
	B33	6			End of Key Stage 2	

This is kept electronically as a live document and is updated continuously through the marking and feedback process. This allows live data to feed effectively into the planning process.

For example, until a pupil can “distinguish between different marks that they make” (Writing B8), there would be no point in formally teaching writing skills, as they do not yet have the underpinning knowledge or understanding to access this skill. Pupils would still be encouraged to experiment with mark making and would be closely observed to identify development in this area. This is one example of how the assessment system directly feeds into what is taught in the classroom.

At each data drop point, the information from the Assessment Grid is used to decide which Brackenfield Level a pupil is working at in each subject. For further information, please see the Monitoring, Evaluation and Review & Quality Assurance Policy.

Staff use their professional judgement to decide when an objective is securely met. This judgement is based on pupils’ work, annotations, observations and any other relevant information.

B Skills

B Levels tell us where a pupil is at in relation to neurotypical developmental milestones or age-related expectations. **B Skills** allow us to track pupil progress through their functional and independence skills, covering shopping, dressing and undressing, travel training, housekeeping, computing, personal care and toileting, careers and cooking.

B Skills are not necessarily hierarchical and they may not always be sequential. They are taught when a pupil can access the teaching and shows an interest or need in the area. For example, a pupil who can travel to a shop and choose an item to buy will be supported to do this, even if they do not yet have an understanding of money exchange. They may never acquire all of the skills or knowledge linked to money, but this does not mean we should not support them to access the elements of shopping that they can. Our curriculum is centred around supporting pupils to live as independently as possible.

It may take several years to fully embed and teach a skill, which is why a live tracking system that stays with the pupil throughout school is required. The assessment is similar to B Levels, with the addition of being able to track whether the teaching of the skill has been attempted or not.

B Healthy

B Healthy allows us to track pupil progress through their PSHE and RSE curriculum. Content is informed by the [statutory DFE guidance](#) Relationships Education, Relationships and Sex Education and Health Education. The B Healthy Assessment is broken down into year group content, which is assessed for each pupil by chronological age.

Curriculum Delivery and Quality Assurance Models

A visual summary of how the **curriculum** is constructed, delivered, quality assured and evaluated is included in **Appendix A**. This includes the Curriculum Delivery Model, the Core Four Quality Assurance Model and the subject honeycombs.

Evidencing Learning and Progress

To demonstrate learning and track pupil progress, evidence is logged through BOOP — an app with access for pupils, teachers and parents/carers.

Evidence can be tracked against PLIs, the Engagement Model, functional literacy and numeracy life skills, Preparation for Adulthood, EYFS and HIVE.

Pupils have a timeline of achievements, showing a chronology of development, with evidence in picture, video or narrative format.

Reports are used to summarise progress for individual pupils through to whole-school analysis.

BOOP also has a home-school diary, including a personal care log, whole-school messages to parents/carers, a class newsfeed and the opportunity to write a daily schedule for pupils. This supports parental understanding of the school day and helps parents/carers prepare pupils for any changes to the school day.

For more information, please read the BOOP guidance.

What- we teach	Why- we teach		How- we Implement/teach/facilitate learning				How- we measure impact	
Communication, Subject Areas (PFA and NC)	Intent Preparing all our young people for adulthood	Formative assessment of pupil strengths and needs Identification of <i>type</i> of learner by need and presentation: Complex learning difficulties (CLD)- Informal Severe learning difficulties (SLD)- Semi Formal	Adding breadth/depth and richness to the curriculum for individuals (delivery methods)	Specific Strategies used Pedagogical approach- Informal- Learning to be (developing engagement and communication) Semi Formal- Doing to learn (developing independence and functionality)	General Strategies Used	How we plan for learning	How this is tracked and assessed Summative	Content of assessment tool Summative
Communication	Learning to communicate needs, wants, thoughts, preferences, opinions and experiences. Learning to understand what people say are saying and follow instructions. Learning to participate in conversations	SALT Assessments B-Level Grids Blank Level Questioning Preverbal communication schedule Intensive Interaction Levels Derbyshire Language Scheme for Information Carrying Words Engagement Model	Total Communication Approaches. Forest Schools. Horticulture. Expressive Arts (music, drama, dance). PE. Outdoor Learning. World About Me/ SMSC calendar	Sign- Makaton. PECS. Augmentative Communication. Objects of reference. Signs and symbols. Intensive Interaction. Attention Autism. Narrative. Call and Response. Weekly Immersive Themes.	Play Team Teach Behaviour Approach	PCP (Pupil Centred Planning) with the following also hyper linked to the plan: EHCP (Educational Health and Care Plan) Communication Passports Sensory Profile and Sensory Diets Journey to Learn Profile and Journey to learn Narrative/strategies Arousal Curves and Behaviour Support Plans	Target Progress report	Personalised Learning Intentions
Friends, Relationships and Community (RSHE) PFA	Learning to develop and maintain relationships and friendships. Learning to access the community safely and confidently.	B-Level Grids Journey to Learn Pupil Voice Parent Voice Behaviour Data inc Functional behaviour analysis Engagement Model	PE. Swimming. Forest Schools. Horticulture. Expressive Arts (art, drama). Outdoor Learning. Community visits. SMSC calendar	Intensive Interaction. Narrative. Therapeutic approaches and interventions. Weekly Immersive Themes.	Total Communication Approach Sensory Aware Approaches		Target Progress report Iris	Personalised Learning Intentions Journey to Learn
Good Health (RSHE) (PE) PFA	Learning to manage own bodies. Learning to manage own mental health. Learning to manage physical and sexual health. Learning to manage and meet own hygiene needs inc toileting.	B Healthy Assessment Grids B Level PE and PD Assessment Grid Journey to Learn Derbyshire NHS Sensory Tool Kit Pupil Voice Parent Voice Engagement Model	PE. Swimming. Forest Schools. Outdoor Learning. Community visits. SMSC calendar	Pelican. Toileting and personal care plans.	Attachment Aware Approaches Learning through experiences (Experiential Learning)		B-Healthy	B-Healthy (Personalised Learning Intentions) PSHE education for pupils with SEND (PSHE association) Sensory Toolkit
Independent Living PFA	Learning to live independently (cook; travel train; shop and dress etc) and manage households. Learning to meet own basic needs such as hunger, thirst etc.	B- Skills Assessment Grids Pupil Voice Parent Voice Engagement Model	Educational Visits. Forest Schools. Expressive arts (music, art, dance, drama). Outdoor Learning. Community visits. SMSC calendar	Communication approaches, Travel training, shopping and cooking.	Community Visits Role Play Teacher led tasks Pupil led tasks		B-Skills	Equals materials for Independent Living (Personalised Learning Intentions)
Employment and Hobbies PFA	Learning choices and discover preferences. Learning about the world of work to identify and understand what opportunities are available. Learning skills to enter the world of work	B-Skills Assessment Grids Pupil Voice Parent Voice Engagement Model	Expressive Arts (music, art, dance). Work Experience. Educational Visits. Forest Schools. Employer visits. Expressive Arts (art and music). Horticulture. Outdoor Learning. SMSC calendar	Attention autism. Communication approaches.			B-Skills	Talentino's framework (Personalised Learning Intentions) Digital Skills Functional skills Vocational Units
Literacy Reading/ Writing Pre NC and NC	I am learning to comprehend language. I am learning to understand that print carries meaning. I am learning to pronounce and recognise words. I am learning to compose and transcribe.	B-Levels Assessment Grids Phonics screening- Phonics for SEND Standardised testing- Salford Sentence Reading and Comprehension Test	Phonics sessions. Reading for pleasure. Expressive arts- dance. Outdoor Learning. Community Visits. SMSC calendar	Phonics for SEND. Squiggle while you Wriggle. Call and response. Pre-reading strategies. Applied Reading strategies (reading for meaning+ reading for pleasure) Phonics for SEND. Dough disco. Pre- writing strategies. Narrative. Applied literacy.	Discussion Question and answer Written tasks		B-Levels	EYFS National Curriculum Expectations Functional Skills
Mathematics Pre NC and NC	I am learning to understand number; shape; patterns; size; and groups. I am learning to use my mathematical skills fluently to problem solve and reason.	B-Levels Assessment Grids Standardised testing- Sandwell Early Numeracy Test KS2-3 Maths baseline screening- Maths for Life	Maths sessions. Outdoor Learning. Community visits. SMSC calendar	Maths for Life. Pre- maths strategies. Applied Maths.	Exploring and investigating		B-Levels	EYFS National Curriculum Expectations Functional Skills

Curriculum Construction, Intent and Assessment Model

Content of Subject Areas

	Communication	Good Health	Friends, Relationships & Community	Independent Living	Employment and Hobbies
Intent	I am learning to respond to and initiate interactions. I am learning to communicate my needs, wants, thoughts, preferences, opinions and experiences. I am learning to attend. I am learning to understand what people say to me and follow instructions. I am learning to participate in conversations.	I am learning to understand and manage my own body. I am learning to manage my own mental physical and sexual health. I am learning to manage and meet my own hygiene needs including toileting.	I am learning to develop and maintain relationships and friendships. I am learning to access my community safely and confidently.	I am learning to live independently and manage my own household. I am learning to meet my own basic needs such as hunger, thirst etc. etc. by preparing sustenance and shopping for ingredients or items. I am learning to make choices and discover my preferences.	I am learning about the world of work so I know what opportunities are available to me. I am learning skills so I can enter the workforce.
Further Detail on what each area contains	Early Communication Skills Brief Attention to another person Share attention Eye Contact Facial expressions Expressive Language Pointing PECS Communication Boards Signing Spoken communication Written communication Receptive Language Ability to understand instructions Understand Symbols Respond to blank level questions Reading Skills Attention & Concentration Both Having a conversation Using a phone	Physical health Gross Motor Skills (are movement skills that use large body parts) Fine Motor Skills (movements skills that use small body parts) Coordination, Balance and Agility Knowledge of Body Parts Mental Health Identify normal range of emotions Recognise when emotions are not appropriate and proportionate Common types of mental illness (anxiety and depression) How actions can impact on mental health Health & Medicine Where to seek help Roles of professionals Making and attending appointments Prescriptions Immunisations Where to access information Managing health needs Basic First Aid Access services to support (999, DLA, social services etc) Sensory Processing Regulation of Sensory Needs Understanding Sensory Impairments Hygiene and Personal Care Showering / Bathing Toileting Dental care Hair care Recognition of Body Needs Needing the toilet Recognising hunger, thirst, tiredness Knowledge of Body Parts Healthy Living	Play Social Dimensions of Play Levels of Play Emotional Literacy Regulation of Emotion Recognition of Emotions Relationships People we know People who are important to us Build and maintain relationships Positive / appropriate relationships Shared interests Qualities of a good friend Making Plans Boundaries Consent Types of relationships LGBTQ+ Marriage Divorce Domestic Safety Community Expectations in different places / activities in the community Hobbies / Interests Diversity within communities – awareness, tolerance and acceptance of Special People, Special Places, Special Objects Change, History and Passing of Time Different Places, Different Languages Online Safety Media including Social Media Keeping belongings safe Peer pressure People who help us	Household Cleaning Laundry Tidying Gardening Budgeting Paying bills Making and changing a bed Security (alarms; locks) Rent / Mortgage Being safe in the home Recycling Pets Food Storing of food Preparing food Food and kitchen safety Travel Training Accessing different environments Navigation of environments Walking Road safety Public Transport Public Transport Timetables Driving Dressing Ability to dress and undress Suitable clothes for the weather Suitable clothes for the occasion Shopping Money Receipts Change Returning Items Making a shopping list Value for Money	Work Expectations of workplaces Uniforms / Dress Codes Suitable employment for me Career & Self Development Know personal skills and qualities Know areas for development Know what qualifications / experience is needed Applying for jobs Interviews Qualifications Suitable qualifications at entry level 2 and above Agency (having a voice and being listened to) Being able to make a choice Being able to have preferences / hobbies

		Participation in Exercise Healthy Eating Sleep Regulation Drug, Smoking and Alcohol Awareness Life cycles (including plants and animals) Sexual Health Puberty, Growing and Changing Safe masturbation Safe sex Reproduction and Pregnancy	Government, Legal and Criminal Justice System Difference between right and wrong Understanding of rules Actions and consequences Voting and democracy Police	Exploring / Understanding The World Routine Holiday / Going Away Weather / Seasons Computing Using a computer iPad Telephone Radio – walkie talkie	
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How we Plan and Sequence our Curriculum

WHOLE SCHOOL



[Long term plans](#) have the sequence and content of learning across time for all years and Key Stages.

[Schemes of Work](#) are adapted from various sources including Equals and Maths for Life. For learners undertaking accreditation long term plans are created mapping out the content and coverage of the course for the year against course syllabus. **Progress is tracked and assessed on the B Grids (B Levels, B Skills and B Healthy).**

There is a [medium-term plan](#) for each (different) timetable session. If there is more than one maths lesson per week these will be planned in the same medium-term plan.

The [timetable](#) is built to cover the grouped PLIs. The timetable structure is also informed by the T&L policy which provides guidance on how many of each session the pupils should be accessing to ensure appropriate coverage.

The pupils personal learning intentions are grouped into smaller groups within a class to give structure to how these will be practically delivered.

The PLIs are collated together from BOOP into an [excel file](#) that supports

CLASS

PUPIL

Each child has a Pupil Centred Plan. This mirrors the child's strengths, needs, wants and, long- and short-term outcomes of the EHCPs, broken down into MERly targets called PLIs (Personal Learning Intentions). **PLIs are assessed through MAPP.** Information from [Journey to Learn](#) and the [Sensory Needs Toolkit](#) is also included in the PCPs.

Requirements for Timetables

This details what must be on each timetable to ensure a broad, balanced and relevant curriculum offer for all pupils. The remainder of the timetable should be informed by pupils' PCPs, PLIs and the needs of the class.

No timetable should contain unplanned or unsupported time. Less structured opportunities, including play, OPAL and outdoor learning, should still have a clear purpose, appropriate supervision and a rationale linked to pupils' needs.

Outdoor learning must be built into timetables and can take the form of Forest School, OPAL, PE, travel training, horticulture, community access or other purposeful outdoor learning opportunities.

For more information about sessions which support implementation of the curriculum, staff should refer to the Implementation Guides on the Teaching and Learning Team

Area	Information & Rationale
Morning Routine	Purpose: To welcome and settle pupils into school and ease the transition from long journeys. <i>The morning routine should not continue past 9.30am</i>
PE	Purpose: To understand our bodies and be able to use them effectively and to achieve a goal. To develop healthy lifelong habits of exercise and activity. <i>All pupils must have at least 2 hours of physical activity within their timetables in a week</i> <i>This can be in the form of travel training if the mode of transportation is walking or cycling. Can also include dance & swimming.</i>
Swimming	Purpose: To be able to access water safely and confidently. Where appropriate, pupils should be supported to develop water confidence, water safety and swimming skills, including working towards swimming 25m unaided where this is realistic and relevant. <i>Vehicle for PLI development, HIVE and the Core Four.</i>

Each of the following areas of learning have individual purposes but all have the common purpose of:

- Personal Development, including experiencing and extending Joy in Living and developing preferences and interests that can become lifelong hobbies;
- PLI development;
- HIVE: Honesty, Integrity, Value Others and Effort;
- the Core Four: Choice and Voice, Independence, Functionality and Joy in Living.

Not all these areas need to be offered on timetables at all times. However, all pupils should have exposure to these areas throughout their time at Brackenfield and should have opportunities to develop their interests and preferences.

Forest Schools & Horticulture	Purpose: To allow pupils the time and space to develop skills, interest and understanding through a range of activities which provide practical, hands-on experiences in a natural environment. To support pupils to assess and take managed risks. <i>Vehicle for PLI and Character development</i>
Dance	Purpose: To develop awareness and control over our bodies; to be able to express ourselves; to develop our sequential memory.
Art	Purpose: To develop our ability to explore, be creative and imagine; to be able to express ourselves; developing our ability to set up and clear away and clean away; develop fine motor skills
Music	Purpose: To develop our sequential memory; to develop ability to explore and understand; develop motor skills.
Drama	Purpose: To develop our problem-solving skills; to promote our understanding of people and the world; to practise life skills.

Appendix A: Curriculum Delivery and Quality Assurance Models

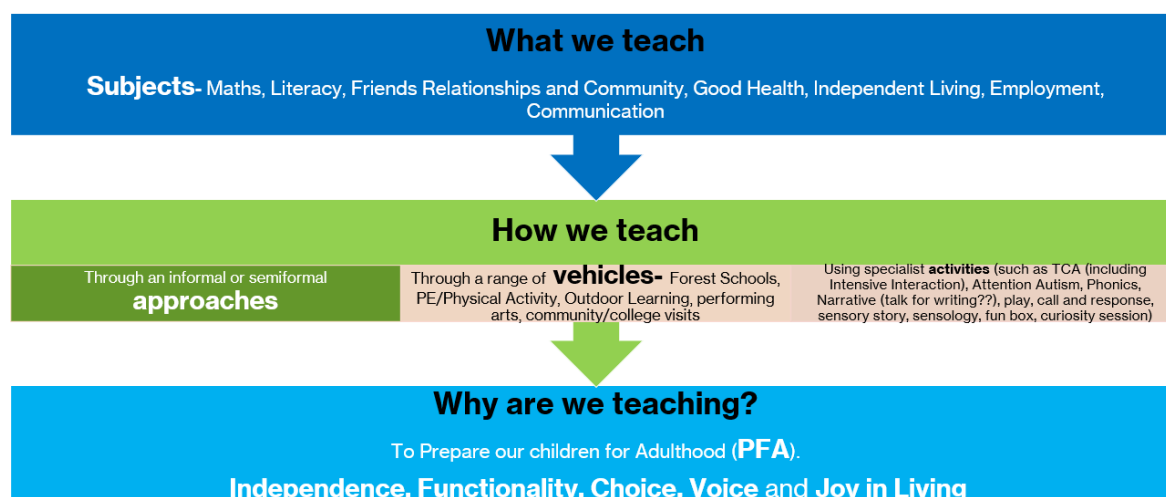
The following diagrams provide a visual summary of how Brackenfield's curriculum is delivered, quality assured and evaluated.

1. Curriculum Delivery Model

This model summarises:

- **what we teach** through our subject areas;
- **how we teach** through curriculum approaches, vehicles and specialist provision;
- **why we teach** through preparation for adulthood and the Core Four.

Delivery of our curriculum



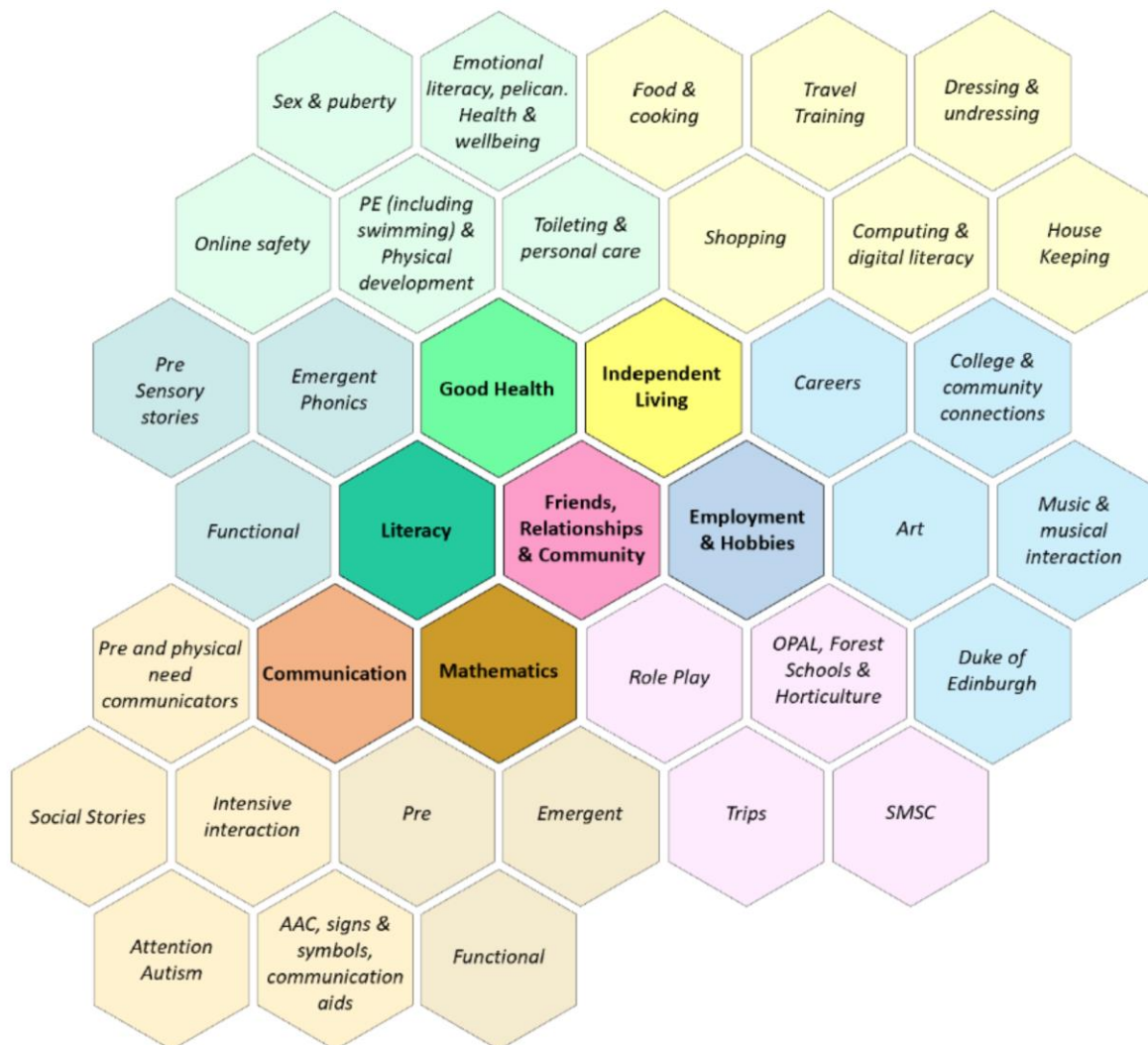
2. Core Four Quality Assurance Model

This model shows how the Core Four principles of **Choice and Voice, Functionality, Independence and Joy in Living** support curriculum thinking, evidence gathering and quality assurance

Choice and Voice	Functionality	Independence	Joy in Living
<i>Every pupil deserves the tools and support to express themselves and make meaningful choices throughout their day</i>	<i>Learning is most effective when it's linked to real-life, purposeful tasks that support pupils to thrive in their daily routines and environments</i>	<i>Pupils are empowered to take increasing ownership of their learning, care, and decision-making at every stage of development</i>	<i>Joy is essential to learning—through fun, play, relationships, and creative expression, pupils connect, grow, and flourish</i>
• Total Communication Approach and Dual Coding • Environment and planning reflect motivators and preferences • Actively engaged staff • Pupil Voice sought and responded to	• Routines, structure and boundaries • Application of skills in real life contexts • Activities to support pupils needs, wants and demands of others	• Problem solving opportunities • Decision making opportunities • Allow failure and celebrate success • Concrete-pictorial before abstract	• Journey to Learn, applied relational informed practice and connecting with others • Pupils are engaged in learning • Sensory toolkit and regulation • Embedded Peli-Can Approach
Democracy	Rule of Law	Individual Liberty	Tolerance and Mutual Respect
B Levels Journey to Learn Sensory Toolkit B Skills	B Levels B Skills	B Skills	Journey to Learn Sensory Toolkit
Safeguarding. Health and Safety (including medical and care). Behaviour and Attitudes (Culture Code, Attendance).			

3. Subject Honeycombs 2026-27

The subject honeycombs show how each subject area is delivered through Brackenfield's curriculum approaches, vehicles, specialist provision and assessment systems.



These diagrams should be read alongside the main curriculum policy, subject long-term plans, schemes of work, planning guidance and assessment guidance.