Kiora Hall – Our Early Years Curriculum

Intent

The ambitious curriculum at Kiora Hall School has a clear vision designed to give pupils knowledge, skills and behaviours to promote their social and economic inclusion. Pupils are aged between 5 and 19 who are autistic and / or neurodiverse. All pupils experience differences in the way they process information which requires specialist support in order to remove barriers for pupils to engage and learn.

The school has a responsive curriculum to ensure that it matches the needs and aspirations of all pupils by providing personalised learning programmes, taking account of their starting point and planned destination so that all pupils can participate, achieve and make progress.

The school works to prepare all pupils for the next stage in their education, employment and/or lives through a coherent and sequenced learning experience.

We structure the curriculum according to four main pathways. These are:

- Pre-14 Educational Pathway
- Pre-14 Communication and Sensory Learning
- Post-14 Pathway to Continuing Education
- Post-14 Pathway to Independent Living

The curriculum is planned to:

- Equip each pupil with the skills, knowledge and behaviour needed to fulfil aspirations for learning, employment and independence
- Provide all pupils with access to a full and not narrowed curriculum to give the pupils the knowledge and cultural capital they need to succeed in life
- Develop skills to enhance employment opportunities in real-life situations including meaningful work experience
- Develop pupils independence in their everyday lives and take an active part in their local communities
- Improve communication skills

- Empower pupils to have greater independence in making relevant personal choices and decisions about their lives
- Increase self-confidence and resilience
- Enable pupils to develop strategies to regulate their own well-being
- Equip pupils to be responsible, respectful and active citizens who contribute positively to society
- Enable pupils to live safe, healthy and fulfilling lives
- Develop functional skills that pupils are able to transfer into all aspects of their lives

Implementation

The Early Years Foundation Stage (EYFS) statutory framework is a government document that all schools and Ofsted-registered early years providers in England must follow. It sets standards for the learning, development and care of child from birth to 5 years old. The standards ensure your child will learn and develop well and are kept healthy and safe. For learners who are below 7 years, Kiora Hall will follow the EYFS curriculum if appropriate ensuring this is personalised for our learners needs.
If by age 7 the pupil is not making progress within the stage 0 (EYFS) curriculum, then a sensory and communication learning, pathway would be considered.

As appropriate, we follow the Early Years Statutory Framework for the Early Years Foundation Stage until 7 years. This Framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum.

Prime Areas:

Personal, Social and Emotional Development
Physical Development
Communication and Language Development

Specific Areas:

Literacy
Mathematics
Understanding the World
Expressive Art and Design

All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment that meets the developmental needs of all our children. Our EYFS curriculum is delivered using an integrated themed approach, however objectives are taught discretely where this is more appropriate and we allow flexibility within our planning so that a child's unique needs and interests are supported.

Daily guided activities are set up and planned for that cover different aspects of the EYFS curriculum and support children to achieve their next steps in learning. A vital aspect in the development of skills and knowledge is the use of the continuous provision. This means that children are using and developing taught skills throughout the year on a daily/weekly basis.

Our continuous provision offers our pupils stimulating and engaging activities that can be accessed independently, encouraging child initiated play that builds on our pupils' prior knowledge, taught skills, fascinations and support children in acquiring key life skills, such as independence, innovation, creativity and problem solving.

By planning this way the provision ensures that our indoor and outdoor learning environments promote the characteristics of Effective Learning:

• playing and exploring - children investigate and experience things, and 'have a go';

• active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;

• creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Impact

The impact of the curriculum is measured through:

- Achievement data (accredited and non-accredited)
- Distance travelled
- Attendance data
- Analysis of behaviour data
- Destination data
- Evidence of learners' work
- Observations of their learning
- Feedback from learners
- Feedback from families
- Feedback from external stakeholders