

# *Curriculum Philosophy at West SILC*



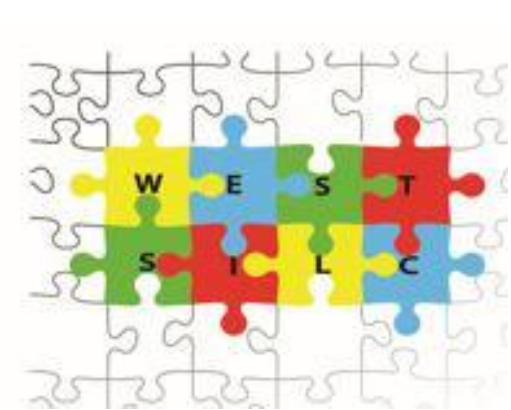
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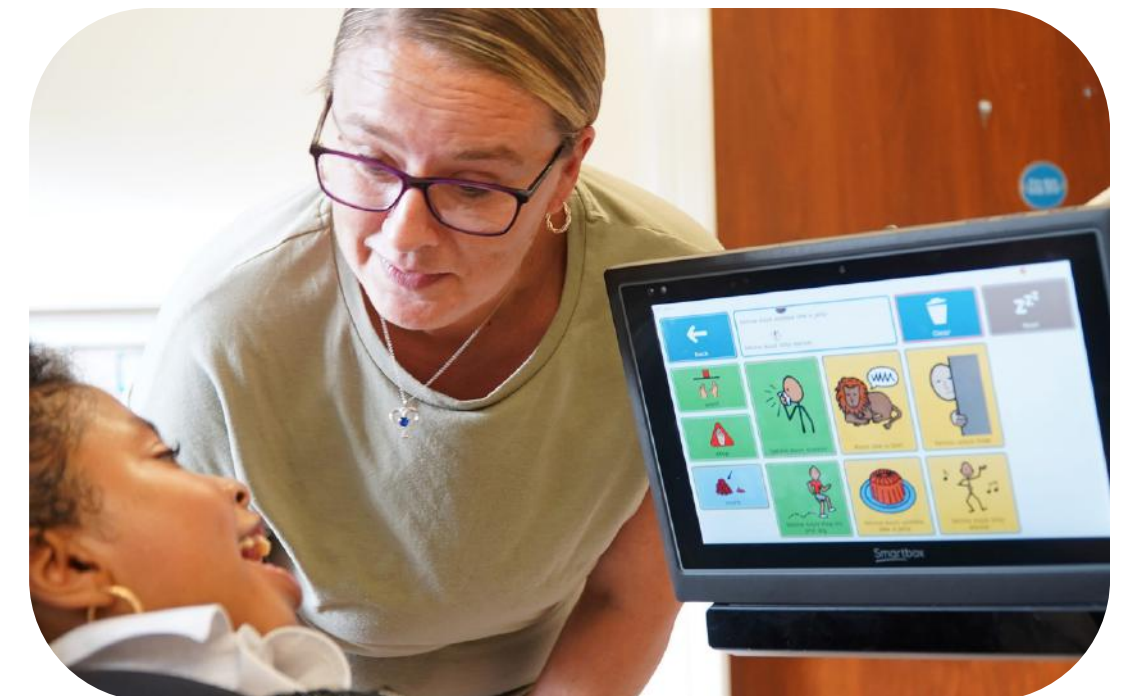
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*Develop confidence, independence and self esteem*  
*Actively contribute to their own learning*  
*Develop respect for themselves and others*  
*Enjoy and achieve their full potential*



# Intent- Vision and mission statement

The curriculum has been designed to provide all our children and young people with a coherent structure of learning that leads to an active life where each individual can fully engage with their community. The priority is to develop learners' independence and confidence to manage their future, by raising learners' aspirations, equipping them with the necessary skills and moxie (force of character, determination, nerve) to allow them to access all of the opportunities which are open to them. It is designed to enable personalisation, through specific approaches within pathways enabling all learners to make progress at their own academic and developmental level. Our learners will be deeply engaged and fulfilled by their education, making excellent progress and leave happy, ready for their next level of learning or employment.



# Intent- Curriculum Goals and Objectives

## **Develop a curriculum that places relationships at its core**

- Foster a culture of mutual respect, trust, and collaboration between learners, staff, and families.
- Emphasize the importance of positive relationships as a foundation for learning, growth, and well-being.

## **Create a personalised, child-centred, and holistic curriculum that removes barriers to learning and maximises progress**

- Tailor learning experiences to the individual needs, interests, and aspirations of each learner.
- Address diverse learning needs, including those arising from disabilities, social, emotional, or economic challenges.
- Integrate academic, social, emotional, and physical development into the curriculum.

## **Design a curriculum informed by best practices, delivered by a highly skilled and confident staff team who understand how learners learn**

- Provide ongoing professional development for staff to enhance their understanding of pedagogy, learning theories, and evidence-based approaches.
- Encourage reflective practice and collaboration among staff to continuously improve teaching methods.
- Ensure teaching strategies are inclusive, engaging, and grounded in the latest educational research.

## **Prioritise the teaching of:**

- **Communication skills:** Equip learners with the tools to express themselves effectively, engage in meaningful interactions, and build social connections.
- **Independence skills:** Foster self-reliance and decision-making through real-life applications, problem-solving activities, and practical learning opportunities.
- **Emotional regulation:** Support learners in understanding and managing their emotions, building resilience, and developing coping strategies to navigate challenges.

## **Establish a curriculum that ensures learners feel safe, engaged, and stimulated by the environment, resources, and facilities**

- Create a welcoming and inclusive learning environment where every learner feels valued and secure.
- Invest in high-quality, accessible resources and facilities that inspire curiosity and creativity.
- Promote active participation and engagement through interactive, hands-on, and experiential learning opportunities.

## **Build a curriculum that enables learners to achieve, including gaining qualifications, supported by rigorous assessments to inform next steps and celebrate successes**

- Offer a range of pathways and qualifications that align with learners' strengths, goals, and future aspirations.
- Implement robust and fair assessment practices to monitor progress, identify areas for improvement, and guide planning.
- Celebrate achievements, both big and small, to build confidence and motivation in learners.





## Implementation- Curriculum Design

Our curriculum is purposefully designed to be coherent, developmentally appropriate, and inclusive, ensuring that all learners—regardless of cognitive, physical, sensory, or communication needs—experience meaningful, progressive learning.

The curriculum offers a tiered and personalised progression model that provides multiple entry points, allowing learners to access learning aligned with their stage of development rather than chronological age.

For learners with MLD and SLD, we deliver a differentiated curriculum that builds sequential knowledge and skills over time. We use small-step planning, repetition, and reinforcement strategies to consolidate learning. For learners with CMLN, the curriculum focuses on pre-subject learning, sensory engagement, body awareness, communication, and emotional regulation, with an emphasis on responsiveness and interaction over outcomes.

For those with complex communication and Autism, the curriculum is adapted to prioritise predictability, structure, sensory regulation, and clear communication pathways. Highly visual and routinised content is paired with individualised strategies to support emotional safety and engagement.

Communication is embedded across all areas, using a Total Communication approach: including visual supports, Makaton, AAC, Eye Gaze, and Intensive Interaction, depending on individual learner needs.

We ensure that all learning is underpinned by respect for individual dignity and identity, with high aspirations for personal growth, independence, and engagement in the wider community.



# Curriculum Design- Responsiveness and Flexibility

Our curriculum is not a static document, but a living, responsive framework designed to adapt and evolve in alignment with the changing needs of our learners, the insights of our staff, and the priorities of our wider school community.

The curriculum is shaped through collaborative input from teaching staff, therapists, families, and—where possible—learners themselves. It is reviewed regularly in light of:

- Assessment data (formal, informal, and observational)
- EHCP targets
- Pupil voice i.e. through school council
- Parent surveys

We offer a highly individualised approach to planning and delivery:

-Learners with CMLN access a responsive, multi-sensory curriculum that emphasises cause-and-effect, anticipation, and emotional resonance.

-For learners with complex autism, we utilise individual motivators, visual timetables, and low-arousal environments to support self-regulation and engagement.

-Pupils with MLD and SLD benefit from cross-curricular approaches that link abstract concepts to real-world, functional outcomes.

-Therapeutic integration (e.g., physiotherapy, speech and language therapy, occupational therapy) is woven into curriculum activities to support holistic development and generalisation of skills.

-Flexibility is embedded at all levels—from classroom strategies to whole-school planning—ensuring that each learner's pathway is both ambitious and attainable.

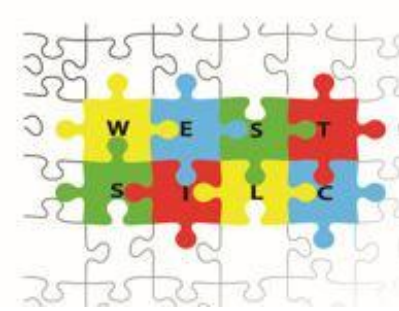
Our commitment to equity over equality means we provide each learner with the individual support, adjustments, and resources they need to succeed. We champion a curriculum that is not only about access, but also about meaningful participation, dignity, and joy in learning.

# Implementation- Integration of Subjects

We deliver a curriculum that actively promotes cross-curricular learning, ensuring that subject areas are meaningfully interconnected. This approach allows learners to develop a holistic understanding of key concepts and their real-world relevance. By embedding literacy, numeracy, communication, and thematic learning across multiple domains, we support the generalisation of skills and enable learners to make connections across many different contexts.

Our curriculum design includes structured opportunities for community-based learning, enabling pupils to interact with familiar and unfamiliar environments beyond the classroom. These experiences are carefully planned to enhance functional communication, social understanding, and independence, while also fostering a sense of belonging and citizenship. Activities may include visits to local shops, libraries, places of worship, and work-related learning environments, always tailored to individual needs and EHCP outcomes.





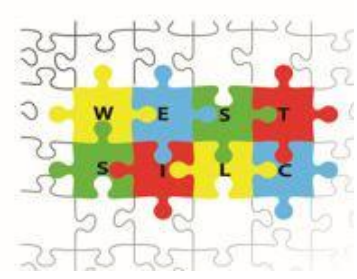
## Implementation- Quality First Teaching strategies

At West SILC, we believe that every learner is unique, and therefore requires a personalised and flexible curriculum that is responsive to their individual strengths, needs, aspirations, and lived experiences.

Our curriculum offer is therefore not a one-size-fits-all model. It is bespoke, layered, and designed to evolve alongside each pupil's development. It is our firm belief that highly individualised curriculum pathways are essential to ensuring that every learner can achieve their full potential, experience success, and lead a fulfilling and meaningful life—academically, socially, emotionally, and functionally.

We recognise that in order to access formal learning, our pupils must first have their holistic developmental needs met. These are not separate from learning; they are foundational to it. Our curriculum therefore promotes the 'Fundamentals of Learning', which underpin all planned and responsive activities across the school day.





# Implementation- Quality First Teaching strategies

## **Total Communication**

All learners are given a voice through a Total Communication approach that includes speech, symbols, Makaton, and Objects of Reference. Where appropriate, pupils use AAC devices such as Eye Gaze or speech-generating tools. This inclusive approach ensures communication access for all, supporting language and interaction as a foundation for learning.

## **Emotional Regulation**

Pupils are supported to identify and manage emotions, primarily through a personalised Zones of Regulation framework. Staff model and scaffold co-regulation to develop self-awareness and emotional control—key to engagement, behaviour, and readiness to learn.

## **Personalisation**

Learning is individualised to reflect each pupil's motivators, strengths, and interests. This approach maximises engagement, deepens understanding, and makes learning meaningful and relevant, ensuring every pupil can access the curriculum at an appropriate level.

## **Engagement**

Engagement looks different for every learner. Staff use flexible strategies—such as sensory seating, movement breaks, visual supports, and personalised resources—to help pupils sustain focus and participate for as long as they are able. The goal is maximising engagement within individual capacity.

## **Confidence and Self-Esteem**

The curriculum promotes confidence and resilience through positive reinforcement, celebration of small successes, and structured opportunities for choice and self-expression (e.g. drama, role-play). Pupils are encouraged to take risks, make decisions, and believe in their ability to succeed.

## **Social Skills**

Regular opportunities for peer interaction—through turn-taking, social stories, and role-play—develop communication, empathy, and understanding of social norms. These experiences prepare pupils for life beyond school and build essential community participation skills.

## **Independence Skills**

Pupils are supported to achieve maximum independence in daily routines, communication, and mobility—at a level appropriate to their abilities. Whether that's travel training or simple self-care skills, every step toward independence is valued and celebrated.

# Implementation- Quality First Teaching strategies



## **Sensory Processing**

Learning environments are sensory-informed, with tools like sensory circuits, quiet spaces, and weighted resources. Multi-sensory teaching and individual sensory diets help pupils regulate, focus, and access learning through their preferred sensory channels.

## **Developing Resilience**

Resilience is nurtured through predictable routines, clear expectations, and positive reinforcement. Pupils learn to manage challenges with support from emotional regulation tools and personalised encouragement, helping them build perseverance and adaptability for post-school life.

## **Gross and Fine Motor Skills**

Physical development is embedded through movement, play, and therapy-informed activities. Gross motor skills are strengthened via sensory circuits and outdoor play; fine motor skills through threading, playdough, and handwriting tasks. Occupational therapy strategies support participation and independence.

## **Curiosity and Exploration**

Staff foster curiosity through play-based, experiential learning. Real-life, sensory, and outdoor experiences invite pupils to explore, question, and discover. Child-led approaches build intrinsic motivation and a lasting love of learning.

## **Memory Skills**

Memory is supported through structured repetition, visual aids, and multi-sensory teaching. Tools like visual timetables, Now–Next boards, songs, and assistive technology help pupils recall routines and learning, promoting independence and consistency.

## **Attachment and Relationships**

Strong, trusting relationships underpin learning. Attachment-focused practice and co-regulation create emotional safety, particularly for pupils with social or emotional needs. Key adults use empathy, predictability, and emotion coaching to build secure, nurturing connections.

## **Critical Thinking**

Pupils are guided to explore, reason, and make choices through structured questioning and hands-on investigation. Visual scaffolds and modelling support access to problem-solving and decision-making, promoting independent thought and reasoning.

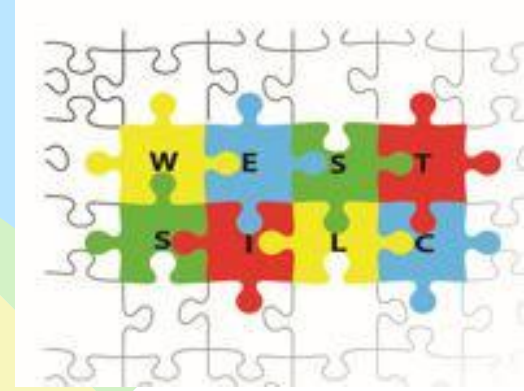
## **Problem Solving**

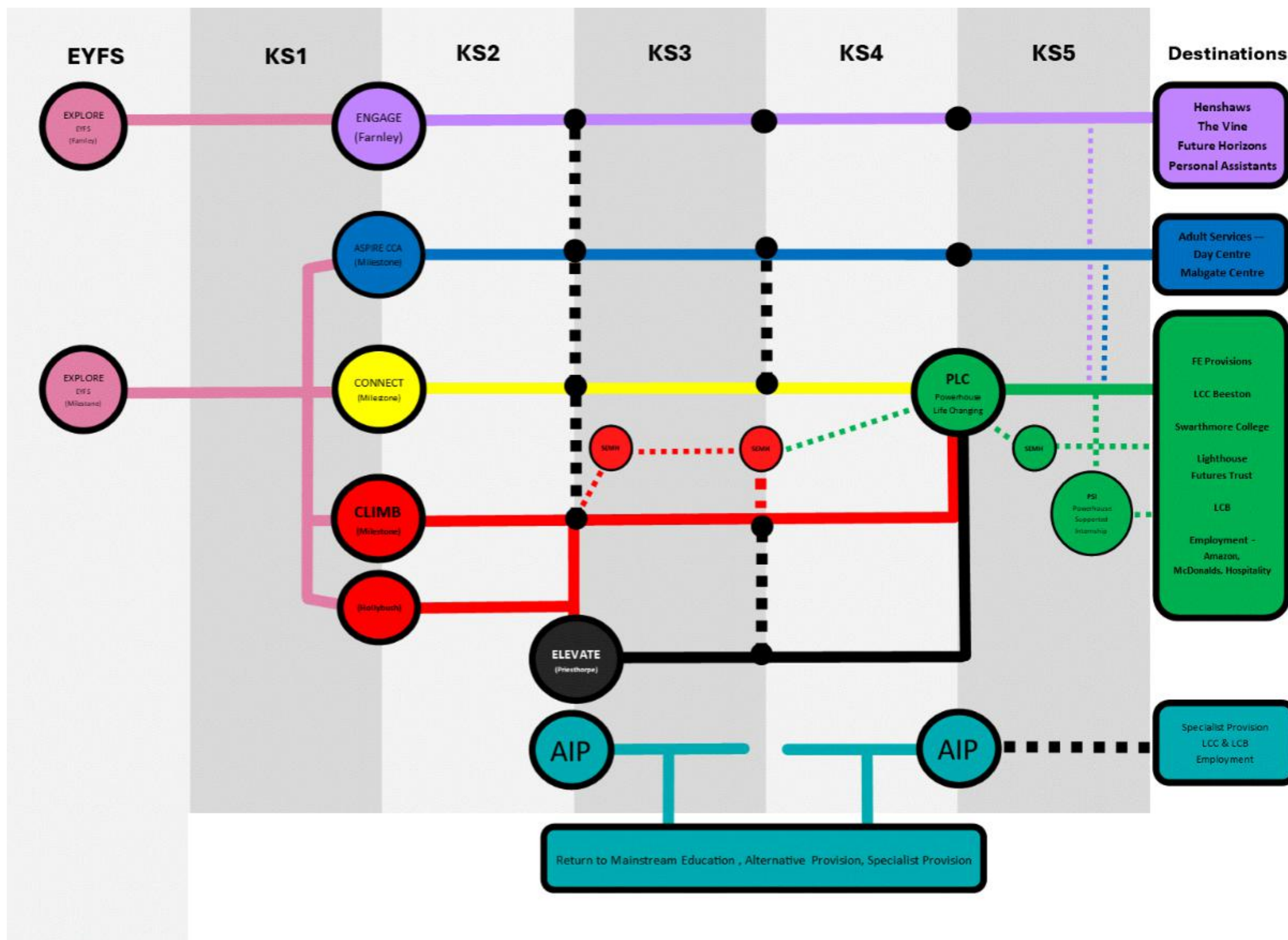
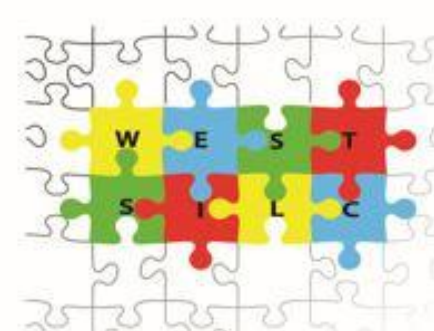
Problem-solving is embedded across learning through real-life scenarios, structured tasks, and social stories. Pupils learn to break challenges into steps, ask for help, and persevere—developing adaptability, independence, and confidence.

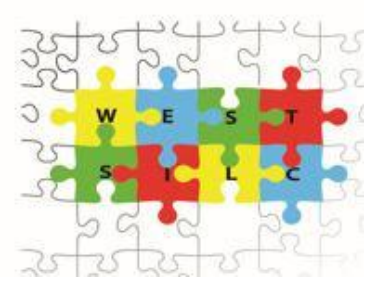


# Curriculum Pathways

Curriculum Pathways at West SILC are highly personalised and extensively tailored to meet the diverse range of pupil needs. These pathways are not rigid and some pupils who excel may move to a different pathway during their time in our school. Each curriculum pathway has elements which overlap and are embedded into each other to allow easy transition for pupils who may transition from one to another. Each pathway has a balance of personalised learning (based on EHCP outcomes - red blocks) and subject specific learning (for those who can access - yellow blocks). The balance of each of these strands varies according to which pathway your child follows. The more formal the pathway, the greater the percentage of subject specific learning. Occasionally, a small number of pupils may primarily follow one pathway but benefit from accessing specific elements of another. For example, a pupil in the Aspire pathway who can engage with Phonics may join these sessions with peers in the Connect pathway to better meet their individual learning needs. The following image represents the different pathways and the balance of time given to different subjects / areas of learning.







# Curriculum Pathways

The **Explore Pathway** supports pupils in EYFS and Key Stage 1 with moderate to severe learning difficulties through a bespoke, play-based curriculum tailored to individual needs. Grounded in EYFS principles and the four SEND areas of need, it emphasises hands-on, meaningful learning to build engagement, communication, and early development.

Learning experiences balance child-led and adult-led activities across indoor and outdoor environments, guided by a five-year topic cycle. The pathway integrates the Engagement Model and EHCP outcomes to monitor progress, celebrate milestones, and promote independence.

A Total Communication approach, alongside sensory integration and therapy-based interventions, supports regulation and participation. Overall, the Explore Pathway provides a nurturing foundation for lifelong learning, helping pupils develop the skills, confidence, and curiosity needed to thrive as they move through school.

The **Engage Pathway** provides a highly personalised, process-based curriculum for pupils with complex and multiple learning needs, centred on communication, functional mobility, and well-being. Guided by each pupil's EHCP targets and Personalised Learning Plan, it follows the Engagement Model to ensure learning is meaningful and responsive.

Core elements include a Total Communication approach, the MOVE programme for physical development, and sensory integration through hydrotherapy and rebound therapy. Pupils develop cognitive and creative skills through cause-and-effect activities and switch-based learning, while emotional well-being is supported through trusted relationships, choice-making, and inclusive, sensory-rich experiences.

With a strong focus on health, postural management, and active participation, the Engage Pathway empowers every learner to explore, connect, and thrive in ways that are purposeful and fulfilling.

The **Aspire Pathway** provides a highly individualised, play-based curriculum for learners in Key Stages 2-5 with Autism and complex communication, aligned with the four SEND areas of need. It offers a holistic, needs-led programme focused on communication, independence, community inclusion, and health and wellbeing.

Learning is experiential and sensory-based, using real-world contexts and continuous provision to build engagement, regulation, and life skills. The pathway integrates the SCERTS framework, Engagement Model, and a Total Communication approach to support communication and emotional regulation.

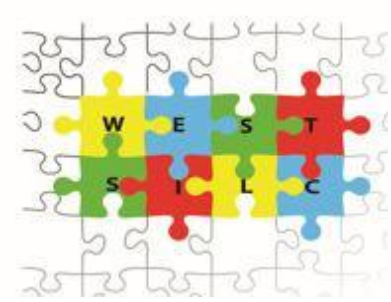
A balance of adult-led and child-initiated learning, consistent routines, and skilled staff ensure meaningful progress, with EHCP outcomes driving all planning. While most learners access the full Aspire curriculum, some benefit from elements of the Connect Pathway for enrichment. The Aspire Pathway equips pupils with the confidence, communication, and independence needed for a successful life beyond school.

The **Connect Pathway** offers a highly personalised and adapted National Curriculum for pupils in Key Stages 2-4 with sensory, communication, and learning needs, typically working below Year 1 expectations. Teaching is supported by Total Communication strategies such as Makaton, Aided Language Displays, Objects of Reference, and Intensive Interaction to ensure every learner can access learning and express themselves.

Core subjects—English, Maths, and Science—are delivered through structured, sensory-rich experiences and life skills integration, while wider curriculum areas such as Humanities, Creative Arts, RE, Computing, and PE are explored through topic cycles and drop-down days.

Learners are supported through regulation and sensory strategies, emotional support, and play-based approaches to promote engagement and readiness to learn. Regular community visits and EHCP-focused targets develop communication, independence, and social confidence. The Connect Pathway provides a holistic, engaging, and inclusive learning experience where all pupils can progress meaningfully at their own pace.





The **Climb Pathway** offers a semi-formal, personalised curriculum for pupils in Key Stages 1-4 with moderate to severe learning difficulties, many of whom have additional needs in communication, sensory processing, physical development, or SEMH. Aligned with the National Curriculum, learning is adapted to individual EHCP targets and delivered through engaging, multi-sensory approaches.

Pupils access a structured topic cycle, assistive technology, and specialist therapies such as sensory integration, hydrotherapy, and Lego Therapy. A dedicated SEMH provision provides restorative interventions that build emotional literacy, resilience, and readiness to learn.

The curriculum includes core subjects, life skills, PSHE/RSE, and enrichment activities such as snack cafés, Discovery Clubs, and the 'Every Child Should' programme. In Key Stage 4, pupils develop independence and employability through enterprise and work-related learning.

With its strong focus on well-being, communication, and functional skills, the Climb Pathway prepares pupils to thrive in school and beyond.

The **Elevate Pathway** supports Key Stage 3 and 4 learners with a range of additional needs through a tailored, inclusive curriculum that blends adapted academic learning with meaningful mainstream inclusion. Pupils typically work between Year 1 expectations and GCSE Grade 4, progressing through small-group, high-support lessons in core subjects while joining mainstream classes for creative and pastoral activities.

The curriculum covers English, maths, science, humanities, PSHCE, life skills, and enrichment via themed events, social groups, and EHCP-focused interventions. In Key Stage 4, pupils select from partnership and mainstream pathways leading to Entry Level, GCSE, BTEC, or ASDAN qualifications. Embedded throughout are opportunities to develop communication, emotional regulation, and independence, supported by therapies, one-to-one sessions, and life skills experiences. Inclusion in the wider school community and extracurricular activities builds social confidence and prepares learners for successful adulthood.

The **West AIP** comprises two specialist provisions—West 11 (Key Stage 3) and West 14 (Key Stage 4)—for learners with social, emotional, and mental health (SEMH) needs and challenging behaviour. It supports students on short-term placements, those permanently excluded, or those awaiting specialist provision via EHCP assessment.

Guided by the values Attend, Engage, Achieve, the AIP re-engages pupils through personalised, pupil-led interventions that build confidence, resilience, and academic progress. The curriculum follows the Head, Heart, Feet framework, focusing on cognitive learning, emotional development, and active engagement, with strong emphasis on literacy, regulation, and practical life skills.

Learners access a broad, adapted National Curriculum, including English, maths, science, PSHE, humanities, creative subjects, and vocational qualifications. SEMH interventions, informed by tools such as SNAP Behaviour, are complemented by life skills, work experience, and transition planning.

With small class sizes, high staff ratios, therapeutic support, and enrichment opportunities, West AIP provides a nurturing, restorative environment where pupils can thrive academically, socially, and emotionally.

The **PLC Pathway** is an inclusive, forward-thinking Post-16 curriculum that prepares young people for adulthood and independence. Grounded in the values of empowerment, dignity, and holistic growth, it is structured around two strands:

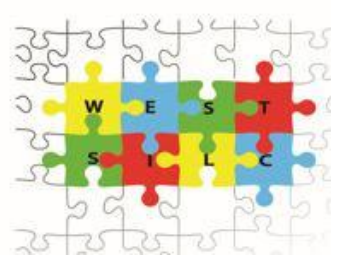
**Learning to Live** – developing essential life skills such as personal care, budgeting, communication, and emotional regulation.

**Learning to Earn** – building employment readiness through vocational training, work placements, and entrepreneurial opportunities.

Learning takes place in specialist simulated environments—The Foundry (employment skills) and The Hub (independent living skills)—providing hands-on, real-world experiences. The pathway offers personalised, experiential learning tailored to individual aspirations and supports learners with SEMH needs.

Through supported internships and partnerships with employers like Amazon and Nando's, students gain meaningful work experience in inclusive settings. The PLC Pathway empowers learners to become confident, capable, and independent adults, ready to contribute positively to their communities.





# Impact



The curriculum will ensure our learners achieve their aspirations, engaging with the world around them, being prepared for transitioning to the next part of their journey. Children and young people will know how to/will achieve the skills to:

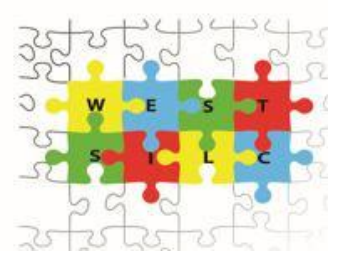
- Confidently form and sustain successful relationships, with family and friends
- Be fluent communicators- at their own level, able to express their wants, needs and feelings as well as self -regulate their emotions
- Be as independent as possible
- Be healthy and have their health needs met
- Engage positively with the school and wider community, ensuring they use their knowledge, skills and confidence to keep themselves safe
- Have the capacity and confidence, knowledge and qualifications to make progress and engage with the community beyond the school setting, having a good quality of life and make a meaningful contribution to society
- Be the best they can be



# Impact- Key Performance Indicators



- Teacher assessments will demonstrate sound progress across a key stage
- Learners will achieve external accreditation at the appropriate age and stage - year 11- Entry level certificates/GCSE and/or at an appropriate point in post 16 – BTEC Entry Pre Entry Level, Functional Skills Entry 1 to Level 2 in Maths and English, Essential Digital Skills, Duke Of Edinburgh Bronze and employment based qualifications where relevant such as Food Hygiene level 1 and 2 and Barista accreditation.
- How effectively the curriculum helps our young people develop into independent individuals who carry with them the knowledge, skills and attitudes which will make them lifelong learners who are ready for the next stage of their education and valuable future citizens
- Destination data shows number of NEET learners below national average.
- Whole school attendance is above the current average for special schools and /or rising to 92%
- All EHCPs have progress measures for the outcomes Identified expected progress within 1 year and 85% reach or exceed
- 95% successfully transition to their chosen destination on leaving school



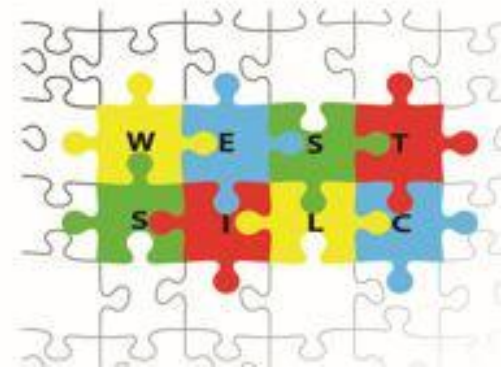
# Impact- Continuous Improvement

We are committed to maintaining a curriculum that is responsive, inclusive, and effective. To ensure it continues to meet the diverse needs of our learners, the curriculum should be subject to a regular review. This process should involve contributions from teaching staff, leadership, therapists, learners where appropriate, and external advisors, ensuring that current best practice, pupil outcomes, and statutory guidance are consistently reflected.

We recognise that the effective delivery of a high-quality curriculum relies on a skilled and confident workforce. Staff have access to regular professional development opportunities that enhance their subject knowledge, pedagogical approaches, and understanding of learner needs. This includes training focused on curriculum design, differentiated instruction, assessment, and strategies that promote engagement, communication, and independence across all pathways.

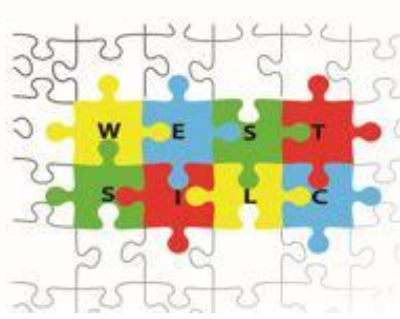


# Impact- Qualifications



At West SILC, pupils have access to a broad range of accredited qualifications that reflect their individual strengths, interests, and pathways of learning. Across the school, learners work towards personalised accreditation appropriate to their stage and ability, ensuring that every achievement is meaningful and celebrated. Pupils may complete Entry Level Certificates in subjects such as English, Maths, and Science, progressing where appropriate to GCSE qualifications or equivalent awards. In addition, learners can gain ASDAN awards and personal progress qualifications that recognise achievement in areas such as life skills, independence, and employability. Older pupils on vocational or Post-16 pathways have opportunities to achieve BTECs, Functional Skills, and work-related accreditation, while bespoke AQA Unit Awards are used throughout the school to recognise progress in specific learning goals. This comprehensive offer ensures that all pupils leave West SILC with a portfolio of achievements that reflect their progress, promote independence, and prepare them for further education, employment, or adult life.

# Impact- Transitions



The West SILC Curriculum is designed to ensure that every learner achieves their aspirations, engages meaningfully with the world around them, and is fully prepared for their next stage in life. Through a carefully structured and personalised approach, pupils develop the skills, confidence, and independence needed to transition successfully—both within school and beyond it.

From their earliest experiences, learners are supported to understand that change is safe and positive. The curriculum helps pupils build the social and emotional resilience required for transitions such as moving to new classes, meeting new staff, or learning in different environments across the school's sites. Pupils are taught that all adults within West SILC are safe, trusted, and supportive, and that every school space and partnership setting is a secure, welcoming environment. This ensures that transitions are approached with confidence, curiosity, and a sense of belonging.

In addition, pupils learn to be flexible and adaptable for wider life transitions beyond school, such as moving house, joining community groups, or encountering new social situations. These experiences are reinforced through social stories, life skills activities, and structured emotional regulation support to promote readiness for change.

As pupils prepare to move on from West SILC, they are supported to explore a range of pathways tailored to their strengths, needs, and aspirations, which may include:

- Further Education – specialist or mainstream college placements focusing on life skills, vocational study, or academic qualifications.
- Supported Internships – structured work-based learning programmes offering practical experience and routes into paid employment
- Apprenticeships or Traineeships – for learners ready to build specific job-related skills.
- Employment Opportunities – supported or part-time work placements aligned to individual interests and abilities.
- Social Care or Day Provision – for learners requiring continued support and structure in adulthood.
- Community Engagement and Volunteering – developing purposeful participation and inclusion within the local community.
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By combining academic learning, therapeutic support, life skills, and preparation for adulthood, the curriculum ensures every learner can transition confidently—whether to a new classroom, a new setting, or the next exciting stage of their journey beyond school.



***Further information available by  
contacting Rachel Ritchie (Vice  
Principal) or Jo Purdie (Assistant  
Principal)***