



# 'All Aboard Granta Curriculum'

**Whole School Curriculum  
Statement (draft 1: 8/3/23)**



At Granta School, we provide a broad, balanced and relevant curriculum that is personalised and appropriate in order to meet the needs of our pupils. We cater for a wide range of needs and abilities and ensure that our curriculum is flexible enough to ensure all pupils receive experiences & opportunities which develop their knowledge and support them to acquire new skills & attributes.

We promote pupils' holistic development through functional and subject specific learning in a range of practical contexts and opportunities. Pupils practice their learning in a range of contexts in order to help them maintain, generalise and apply their learning.

We believe that all of a pupil's experiences, from their arrival in the morning to the time they leave each day, matter. As a result, we present learning opportunities in different places and at different times throughout the day. This is reflected in the school environment, the conduct and values modelled by all staff and the carefully-planned and sensitive support we provide. Learning takes place all over the school site and in the local community, using classrooms as a secure base for pupils.

Our curriculum aims to prepare our pupils from the earliest years to be as independent as they can possibly be, tracking backwards from the Preparing for Adulthood outcomes to ensure we are always promoting good health, independence, career opportunities and community inclusion for all our learners when they leave us.



## GRANTA SCHOOL CORE VALUES



### **Communicate**

- Facilitating and listening to every voice
- Encouraging choice making
- Respecting each other in every interaction
- Being clear, transparent and genuine
- Using the right channels and knowing your audience

### **Care**

- Being kind and compassionate to others and ourselves
- Supporting and looking after those in our community
- Responding to the individual
- Having patience in difficult situations
- Showing empathy to all
- Understanding each other's strengths, limitations and needs
- Valuing and celebrating diversity

### **Innovate**

- Thinking outside the box
- Being creative and taking risks
- Using ground breaking research
- Keeping up with new technologies
- Coming forward with new ideas
- Leading and motivating with new approaches

### **Achieve**

- Striving for excellence
- High aspirations for all
- Developing ourselves and others
- Personalisation and progress

### **Collaborate**

- Working cohesively as a team
- Sharing best practice
- Being part of a wider community
- Liaising with families, therapists, pupils and other agencies
- Being outward facing
- Involving all stakeholders

A blurred high-speed train, likely a Shinkansen, is shown in motion at a station platform. The train is white with red and blue accents. The platform has a yellow safety line and a tactile paving strip. The background shows the station's interior with a curved ceiling and some signage.

# **‘All Aboard’...The Granta Curriculum**

**Our curriculum has four ‘Pathways’ we call these trainlines.**

**We have decided on four lines...**

# Our trainlines (pathways):

Jupiter –  
Early Years  
and KS1

Flying  
Scotsman –  
Pre-formal

Eurostar –  
Semi-formal

Orient  
Express  
–formal

Pupils'  
encounter  
experiences  
which are local  
to them and  
their  
immediate  
environment

Pupils'  
encounter  
thematic,  
holistic  
experiences  
based on what  
is local to  
them , their  
family and  
wider  
communities

Pupils  
encounter a  
mix of subject  
specific and  
themed  
experiences in  
the wider  
environments

Pupils'  
encounter  
subject  
specific  
experiences  
in a wide  
range of  
environments

The 'All Aboard Granta' Curriculum has four pathways or lines. These pathways consider the needs of pupils and the ways in which they will learn. This means that while the pathways may on occasion teach the same area of study they will have different approaches to learning.

All pathways have high expectations and place no limits on the learning opportunities of pupils. Just like trainlines, pathways can cross, and pupils can have some aspects of the curriculum which might be delivered in another pathway approach or grouping where appropriate for each individual pupil.

## Jupiter overview

### Overview

Jupiter caters for pupils in our Early Years and Key Stage 1 Department. For many this will be their first experience of education outside of the home and Jupiter provides a safe and stimulating learning environment with responsive staff to help support this big transition. Learning comes through a balance of self-directed and adult-directed tasks and the play based curriculum creates an environment which fosters an inquisitive mindset and builds on early life skills to prepare pupils for life-long learning. Older students may access some activities in the Eurostar line in preparation for their transition to KS2

### Curriculum Aims

The curriculum aligns closely with the Early Years Framework aiming for pupils to become resilient, capable, confident learners. It aims to support pupils in developing positive relationships, developing in their own way at their own pace, being confident to 'have a go', embracing new experiences and thinking creatively and inquisitively.

### Organisation of Curriculum

A topic based approach to learning provides a meaningful context for the development of skills and knowledge. The flexible and child centred approach to learning alongside opportunities for repetition give pupils time to follow their interests, deepen their knowledge and transfer their skills to different contexts.

The curriculum is based on the 3 Prime areas of Communication and Language, Physical Development and Personal social and emotional development alongside the 4 Specific areas of Literacy, Maths, Understanding the World and Expressive Arts and Design

### Key teaching strategies and approaches

These include a total communication environment, PECS, Colourful Semantics, intensive interaction approaches, TEACCH style approach to learning, Attention Autism, Tac Pac, Squiggle Wiggles, child led play, adult directed tasks, free flow environment, therapy programmes and multi-sensory activities

# Our Pathways:

## Jupiter

The Jupiter (EY/KS1 Pathway) enables pupils to interact and access the world around them through planned teaching, exploration and observation. This pathway lives out our ethos by;

**Collaborate:** our EY/KS1 learners will be encouraged to share a learning space and resources with others. For many this will be their first experience of working alongside peers and this is a key focus. Learners will be supported to accept turn taking and sharing, work alongside one another in a shared task and begin to form friendships

**Communicate:** our EY/KS1 learners will be celebrated as communicators in all stages of their development and be encouraged to communicate their thoughts, feelings, preferences and ideas in a variety of ways. For some learners this will be via symbolic communication for others through body language, gesture and eye contact. Learners are encouraged to advocate for themselves, communicate with a variety of different people, adults and peers

**Innovate:** our EY/KS1 learners will be facilitated to try new things and take risks. A creative and sensory curriculum gives learners the opportunity to experience new resources and activities and try things out. Pupils are encouraged to take part in 'risky' play through exploration and experimentation. They are encouraged to take physical risks and learn how to use their body safely for example in outdoor learning.

**Achieve:** our EY/KS1 learners will be challenged and stretched through an ambitious and creative curriculum. Achievement in all areas of their academic, social and personal development will be celebrated and pupils are encouraged to develop a sense of pride in their own achievements.

**Care:** our EY/KS1 learners will be supported to be caring citizens within the school community, sharing a workspace and resources with others. Key concepts such as kindness will be introduced and learners will be encouraged to show kindness towards others



## Flying Scotsman overview



### Overview

The Flying Scotsman caters for pupils in KS2 upwards with the most profound and complex health, mobility and cognition needs (although some younger students may access some activities in this line where appropriate). These pupils learn best through sensory and experiential learning. Progress is based on breadth of experiences as opposed to linear development so learning opportunities enable pupils to consolidate their skills and generalise them to different contexts. Topic based teaching keeps the learning fresh while pupils work on consolidating skills in different ways.

### Curriculum Aims

Key aims of the curriculum include maintaining physical and emotional wellbeing to support a readiness for learning, developing communication skills to be able to communicate needs, wants and choices including being able to communicate 'no', developing manipulation and exploration skills, developing key cognitive concepts such as cause and effect and engaging in shared social experiences

### Organisation of Curriculum

A topic based approach to learning provides a meaningful holistic backdrop which best suits the way pupils develop. Repeated opportunities and scripted routines provide multiple opportunities for pupils to become confident in and refine a skill so that it can be generalised to different contexts. The curriculum is based on 5 areas of learning closely aligned to EHCP areas, communication, cognition, self-care and independence, physical and social

### Key teaching strategies and approaches

These include a total communication environment, intensive interaction approaches, scripted routines and activities, multisensory environments and activities, therapy plans, intervenor support, support by qualified teacher of multi-sensory impaired (pathway lead) and use of repetition / allowance of additional processing time as appropriate for each pupil

# Our Pathways:

## Flying Scotsman



The Flying Scotsman (Pre-formal Curriculum Pathway) enables pupils to interact and access the world around them through planned teaching, exploration and observation. This pathway lives out our ethos by;

**Collaborate:** our pre-formal learners are encouraged to collaborate with each other in line with their developmental stage within both the school and immediate local community. This includes passing things to one another, co-operating in a shared task with a shared goal, reacting to actions of others, turn-taking or co-operating with the wider professional team. Learners contribute to all tasks as much as they can in whatever way they can alongside others.

**Communicate:** our pre-formal learners are celebrated as early communicators and all attempts at their subtle and idiosyncratic communication are recognized and responded to. All techniques are encouraged including eye contact, touch, expression, behaviour, body language or gesture. For some learners it may also include early symbolic systems (symbols, photos, signing, switches, eye gaze or other AAC) Learners are expected to communicate their preferences and responses throughout the day and staff respond to all attempts at communication as meaningful and intentional

**Innovate:** our pre-formal learners are encouraged to be resilient risk takers. They are supported to accept new objects, people, experiences and activities and 'giving new things a go' is celebrated. Learners take risks through physical experiences such as experimenting with how to hold their body weight on the therapy swing or working out how to move their bodies to achieve a task

**Achieve:** our pre- formal learners are celebrated for each and every small step of progress they make both within structured lessons and throughout their whole day and as such show pride in themselves. Staff work hard to challenge learners to achieve their very best at an individual level

**Care:** our pre- formal learners show care and empathy at an early developmental level as shown in subtle behavioural changes. This includes initiating interaction, using gentle touch, looking or going to a peer if they are upset, accepting peers being close, and matching their emotional response to others in the room.



## Eurostar overview



### Overview

The Eurostar caters for pupils in KS2 and beyond who often learn best through play based, experiential and functional learning activities. Learning is personalised and prioritises individual targets, outcomes, specific needs, motivations and learning styles. Progression through the pathway will encompass a breadth of learning with a wide variation in experiences, contexts and topics. Topic based teaching provides a context to support a deeper level of learning, application and generalisation and consolidation of skills.

### Curriculum Aims

Key aims of the curriculum include developing effective communication skills to interact confidently with others, establishing key skills in English, Maths, Science and ICT to enable access to appropriate accreditation routes, building personal relationships, self-awareness and sense of responsibility, developing confidence, independence and life skills and learning about the wider community and developing skills to move into voluntary or paid employment opportunities in adulthood

### Organisation of Curriculum

There is both discreet and cross-curricular teaching and termly themes in place to provide a context for learners to engage with the curriculum. Within the seven areas of learning – Communication, Functional English, Functional Maths, Skills for Life, Digital Literacy, Physical Development, Personal Development and Creativity & The World learners can access scripted routines and repeated learning opportunities so as to become confident in and generalise skills.

### Key teaching strategies and approaches

These include a total communication environment, intensive interaction approaches, colourful semantics, scaffold supports, multi-sensory activities, TEACCH style approaches, Attention Autism, Rocket Phonics, visual timetables, Zones of Regulation and use of repetition and allowance of additional processing time as appropriate for individual pupils

# Our Pathways:

## Eurostar



The Eurostar (Semi-formal Curriculum Pathway) enables pupils to engage with their own learning, take ownership of their action and develop their resilience. This pathway lives out our ethos by;

**Collaborate:** our semi formal learners will be provided with a range of collaborative learning opportunities and experiences sharing joint attention, interactions and ideas and taking part in team and social activities. This includes approaches such as Attention Autism, paired and small group learning and collaboration with a team of professionals. Learners will engage with the local community and form positive working relationships.

**Communicate:** our semi formal learners will be supported to develop, apply and extend their functional communication skills in every situation, every day, and using a wide range of methods to engage in meaningful communicative exchanges with a variety of audiences and for a range of purposes. Classrooms are responsive, total communication environments which promote expressive, receptive and social communication.

**Innovate:** our semi formal learners will be encouraged to express themselves creatively through sharing and developing new and unique ideas within their learning. Learners will be encouraged to try new experiences and activities, both in school and in the local community, and explore and experiment with curiosity. They will be supported to engage in responsible risk taking within their play and learning and to extend personal boundaries, capabilities and limits.

**Achieve:** our semi formal learners will be challenged to achieve to their full potential across all areas and stages of their learning within an ambitious and creative curriculum, and in all other aspects of their day. Learners will make good progress against meaningful and personalised targets and will be encouraged to apply positive behaviour for learning and habits of mind such as sensory exploration, flexible thinking, perseverance, problem solving, building on prior learning and knowing what the next steps in learning will be. Learners are encouraged to take pride in personal development and to share and celebrate their successes.

**Care:** our semi-formal learners will be facilitated to develop their awareness of others within their immediate environment and local community. Learners will develop positive friendships, relationships and understanding of one another as part of a supportive and compassionate community that is able to respond to individual needs. Self-care will be positively promoted and diversity valued and celebrated through learning links and a range of celebrations and festivals.



## Orient Express overview



### Overview

The Orient Express caters for pupils from KS2 onwards who can access a more formal approach to education which is more closely aligned to a mainstream model of teaching and learning.

These pupils are more likely to move on to apprenticeships, supported employment and academic college courses when they leave Granta. Pupils are supported to develop independence skills, to operate as part of a community and to take ownership of their learning and development. As pupils move through the key stages there is an increased focus on accreditation.

### Curriculum Aims

Key aims of the curriculum include developing reliable communication systems to communicate effectively with a variety of audiences, developing independence in life skills, forming meaningful relationships with others, developing functional English, maths and ICT skills, learning about the world of work and developing life and vocational skills for a future beyond Granta

### Organisation of Curriculum

The curriculum is made up of a balance of discrete subject teaching and cross-curricular learning in order to provide focused sessions to develop core skills alongside a meaningful context in which to develop understanding in foundation subjects. Discrete subject teaching is closely aligned to the areas within the national curriculum.

### Key teaching strategies and approaches

These include a total communication environment, colourful semantics, word banks, writing structures, Rocket Phonics, White Rose, TEACCH style approach to learning, zones of regulation, visual supports, ASDAN / Duke of Edinburgh / Pearson accreditations

# Our Pathways:

## Orient Express



The Orient Express (Formal Curriculum Pathway) enables pupils to look far beyond the limits of our school. It challenges pupils to be modern learners out looking for new opportunities to learn. This meets our values by;

**Collaborate:** our formal learners are encouraged to form, share and challenge their own ideas and opinions across all of the subject areas. They will learn how to respect others opinions whose may be different from their own. They will work together throughout a variety of projects such as enterprise and there is a focus on developing the necessary skills for effective teamwork and how this transfer to the wider world of work.

**Communicate:** our formal learners will build on their existing communication skills and experience a wide range of ways to communicate through both written and spoken language. They will have opportunities to develop communication styles for both the work place and when accessing the community.

**Innovate:** our formal learners will be provided with discreet opportunities to display their magnificent innovation skills through a variety of subjects and enterprise opportunities. They will be introduced to our ever growing world of technology and be able to use new technologies safely in the community and workplace. Learners are celebrated for their magnificent ideas and opportunities are sought for within the curriculum to bring these ideas to life.

**Achieve:** our formal learners will be encouraged to aim for the stars through our curriculum. Learners develop key transferable skills for the workplace and work towards meaningful accreditations which help them on their journey to a successful future.

**Care:** our formal learners will become kind and compassionate citizens who will develop strong and lasting relationships and the empathy and understanding to support and look after themselves and others within the community. Pupils will become globally aware and learn about of range of cultures, value and celebrating diversity and taking part in a range of celebrations and festivals.

A blurred high-speed train, likely a Shinkansen, is shown in motion at a station platform. The train is red and white, and the platform has yellow safety lines. The background is a modern, brightly lit station with a curved ceiling.

# **‘All Aboard’...The Granta Curriculum**

**The trainlines run alongside each other...**

**The trainline is about helping pupils make the best progress towards adulthood as possible.**

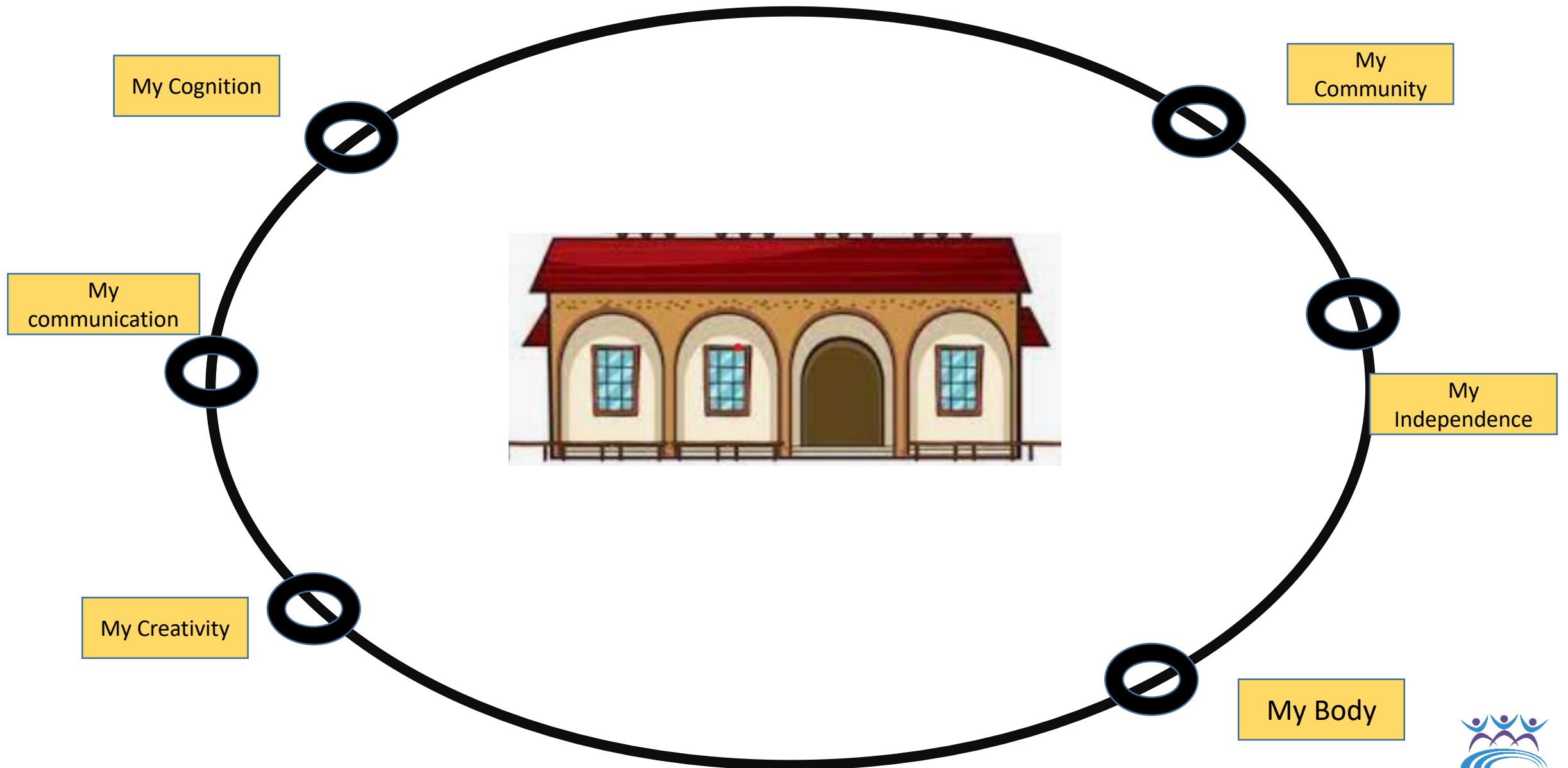
**This means that pupils can change trainline when they are ready to.**

**Each trainline stops at the same stations...**

# **‘All Aboard’...The Granta Curriculum**

**At every station, pupils access the same breadth of curriculum...**





# **‘All Aboard’...The Granta Curriculum**

**Each of the ‘My’ represent a group of curriculum areas and learning...**



	My Communication	My Body	My Independence	My Community	My Cognition	My Creativity
Jupiter	Communication and Language / Literacy	Physical Development	Personal, Social and Emotional		Maths Understanding of the World	Expressive Art and Design
Flying Scotsman	Communication	Physical	Self-care and Independence	Social	Cognition	
Eurostar	Communication and Literacy	Physical Skills	Skills for Life	Personal Development	Digital Literacy Maths Working World	Creativity
Orient Express	Communication and Comprehension	PE	Skills for Life Work Experience Food Tech Enterprise	RE PSHE RSE	Maths Science Computing History Geography	Art and Design Music Enterprise
National Curriculum Links	English	PE and swimming	Food Tech	PSHE and Citizenship RSE and RE	Maths History /Geography Languages Science Computing	Music Art and Design DT