

The curriculum motto is “**Learning for today, preparing for tomorrow**”.

At Kingsbury Academy we provide a happy, caring, and stable environment, where each child will have the opportunity to develop to their fullest potential. Every child is valued as an individual with their own unique set of abilities and challenges. We focus on what the child can do and celebrate their every achievement. Our curriculum is purposeful, empowering and pupil centred. The curriculum caters for learners who have a range of complex cognitive difficulties alongside sensory, physical and/or behavioural barriers to learning. The ambition of our curriculum is to seize the opportunities today to prepare for tomorrow. We always look to improve the quality of life of our pupils and to prepare them for their next stage. This is achieved through exposure, developing fluency, mastery, generalisation, and extension of skills. We want the children to be able to do lots of things for themselves – making them feel proud, engaged, and capable. At Kingsbury Academy we encourage resilience, practising is the key to making progress, so we always encourage our children to try and try again! We help the children to embrace situations they find challenging and gradually build their resilience with lots of reassurance, support, and encouragement, so they can enjoy more things and lead a fuller and wider life.

At Kingsbury Academy we promote an ethos which demonstrates mutual respect for all children, their families, and our staff. It is important for us to get to know all our children and those who care for them. This ensures the children feel safe and confident when they are at school and helps us understand every child's strength and needs. We encourage all children and staff to be sensitive to the needs and feelings of others and to show respect for all cultures and beliefs.

We are committed to:

- Putting pupils first
- Providing a welcoming, dynamic, and supportive learning and teaching environment
- Delivering the curriculum through an individualised and child centred approach
- Ensuring that the highest standards of Care, Safeguarding and Child Protection are in place
- Promoting, modelling, and sustaining appropriate behaviour
- Treating everyone with dignity and respect
- Continuing to foster and develop effective home/school links
- Working together as a team for the benefit of each pupil

Kingsbury Academy is a place where children, their families and staff are welcomed and encouraged to become the best that they can be.



Kingsbury's Learning for Life Curriculum Pathways

Our curriculum is designed to:

- ✓ Develop knowledge and skills that lead to **greater independence, successful transitions, and purposeful employment**
- ✓ Develop knowledge and skills that help pupils become **active citizens** that are **visible** in our **local and wider community**
- ✓ Develop **life-long communication systems** so pupils can make **positive connections with others** and **access and enjoy the wider world**
- ✓ Develop **resilience** and **creativity** so pupils can **solve problems** and **take risks safely**
- ✓ Discover **individual talents** and **celebrate all successes** both big and small



The focus for the curriculum is to provide pupils with the underpinning knowledge and skills that will enriching their lives (enhancing quality of life) and preparing them for the next stage in their education. The school is organised into the following pathways: Aspire and Inspire.

Each individual class at Kingsbury Academy is typically organised by **key stage with mixed-year groups in each class**. Pupils **develop knowledge and skills** through different topics, subjects, and experiences. The order in which topics and experiences are covered is **deliberately planned and sequenced** with the intention of helping pupils **know more and remember more over time**. Across each pathway and key stage, all learning **supports the skills and learning we want our pupils to learn and remember** and they always lead back to our aims which strengthen the connectivity and purpose of our curriculum.

A Purposeful Environment:

Kingsbury academy has a **Life Skills Hub, Sensory Studio, Sensory Corridor, Sensory Pod, Forest School, Kingsbury Gardens, and an Adventure Trail**, all of which support the delivery of our intended curriculum. All pupils across the pathways access these areas.

These areas help to provide an environment that is **accessible, familiar, and predictable**, there is a **structure and rhythm to** the day that provides pupils with **opportunities to engage in learning, develop self-care skills** and **reduce anxieties surrounding transitions**.

Our School Day:

- From 8:50 -9:15, pupils arrive to school and fulfil their morning routines
- From 9:15 to 10:45, lesson 1 and 2 take place
- From 10:45 to 11:15, all pupils have a snack and play. Classes are allocated to a specific area of the school where they can play, socialise, and form positive connections.
- From 11:15 to 12:00 lesson 3 takes place.
- From 12:00 to 1:00, play and lunch take place. Depending on the individual needs of the pupils, they will either eat in their classrooms (we call this family eating) or in our canteen area.
- From 1:00 – 3:10, lesson 4,5 and 6 take place including end of day routines
- Our school day finishes at 3:10.



Learning for today, preparing for tomorrow												
Curriculum Aims	To be as independent as possible with progressive steps in learning			Ambitious to meet their full potential and be respected as individuals			To be safe and happy and develop resilience		To develop communication skills and make positive relationships with others		Make positive contributions to society to lead a fulfilled life into adulthood	
Values	Respect			Safe			Aspirational			Belonging		
Areas of Needs	Cognition and Learning			Communication and Interaction			Social, Emotional and Mental Health			Physical and Sensory		
Our Learners have a right to ...	Good quality education inside and outside the classroom	A voice			Identity	Information	Safety	Friendships		Health and Wellbeing		
Positive Behaviour Support – Capable Environments	Positive social communication			Personal care and health			Meaningful activities and learning			Mindful and skilled staff		
	Support for communication			Physical environment that is sensory aware			Consistent and predictable environments			Effective support for all staff		
	Relationships with others			Provision of opportunities for choice			Independent functioning			Effective organisational context		
Pedagogical approaches to teaching and learning – Principles of Instruction	Present new materials using small steps			Ask questions			Guide pupil practice			Daily review		
	Provide models			Check for pupils' understanding			Obtain a high success rate			Weekly reviews		
	Provide scaffolds for difficult tasks						Independent practice			Delivered through Universal Expectations		
Pathways	Curriculum strands/vehicles/coverage											
Aspire	My Communication and Literacy	My Thinking and Problem Solving	My Healthy Living	My World Around Us (Science, History, Geography)	My Physical Wellbeing /PE	My Creativity	My RE	My Choices	My Digital Skills	My Play and Leisure and My Food Skills	My Outdoor School	My Community
Inspire	My English	My Maths	My PSHE	My World Around Us (Science, History, Geography)	My PE	My Creativity	My RE	My Choices	My ICT and Digital Skills	My Food Skills	My Outdoor School	My Community
Monitoring, evaluation and review	Teacher and TA feedback		Lesson observations			Quality of pupil work		LGB walks		Pupil feedback		Progress data and reviews
	Vehicle feedback		Curriculum in Action reviews			Review of planning		Moderation		Parent feedback/ consultations		External reviews
Positive Outcomes	Emotional					Social				Academic		
	Pupils and staff are happy, enjoy coming to school and this is reflected in levels of attendance. Parents and carers are happy with the school. Pupils have high levels of wellbeing and happiness. Our pupils are able to self-regulate and manage their emotions.					All members of the school community support the vision and values in their teaching and learning in, around and beyond school. Pupils learn to make safe choices, are kind and respect the beliefs and values of others. Our pupils are part of their communities. Our pupils are able to communicate their needs and wants with others.				All groups of pupils make progress within the curriculum. Our pupils are interested in learning new things. Pupils make successful progress beyond our school in the next stage of their education. Our pupils are fully involved in the process of looking after themselves		

Kingsbury Learning for Life Curriculum has three components that run throughout our curriculum specific offer: Curriculum for Learning, Curriculum for Life, and Curriculum for Enrichment and Generalisation.

Components



Curriculum For Learning:

Developing knowledge and skills to become successful learners

- English/Communication and Interaction
- Maths/My problem solving and thinking skills
- PSHE/RHE
- ICT/Digital Skills
- The World Around Us (Science, History, Geography, Religious Education)
- Expressive and Creative Arts
- Physical Education
- Outdoor Learning

Curriculum for Life:

Preparation for Independence

- Life Skills
- Sensory processing
- Choice making
- Self care
- Emotional regulation
- Self regulation
- Communication and Interaction
- Therapies
- Preparation for next stage

Curriculum for Generalisation/Enrichment:

Enabling pupils to generalise their learning in wider contexts and develop their interests and cultural understanding

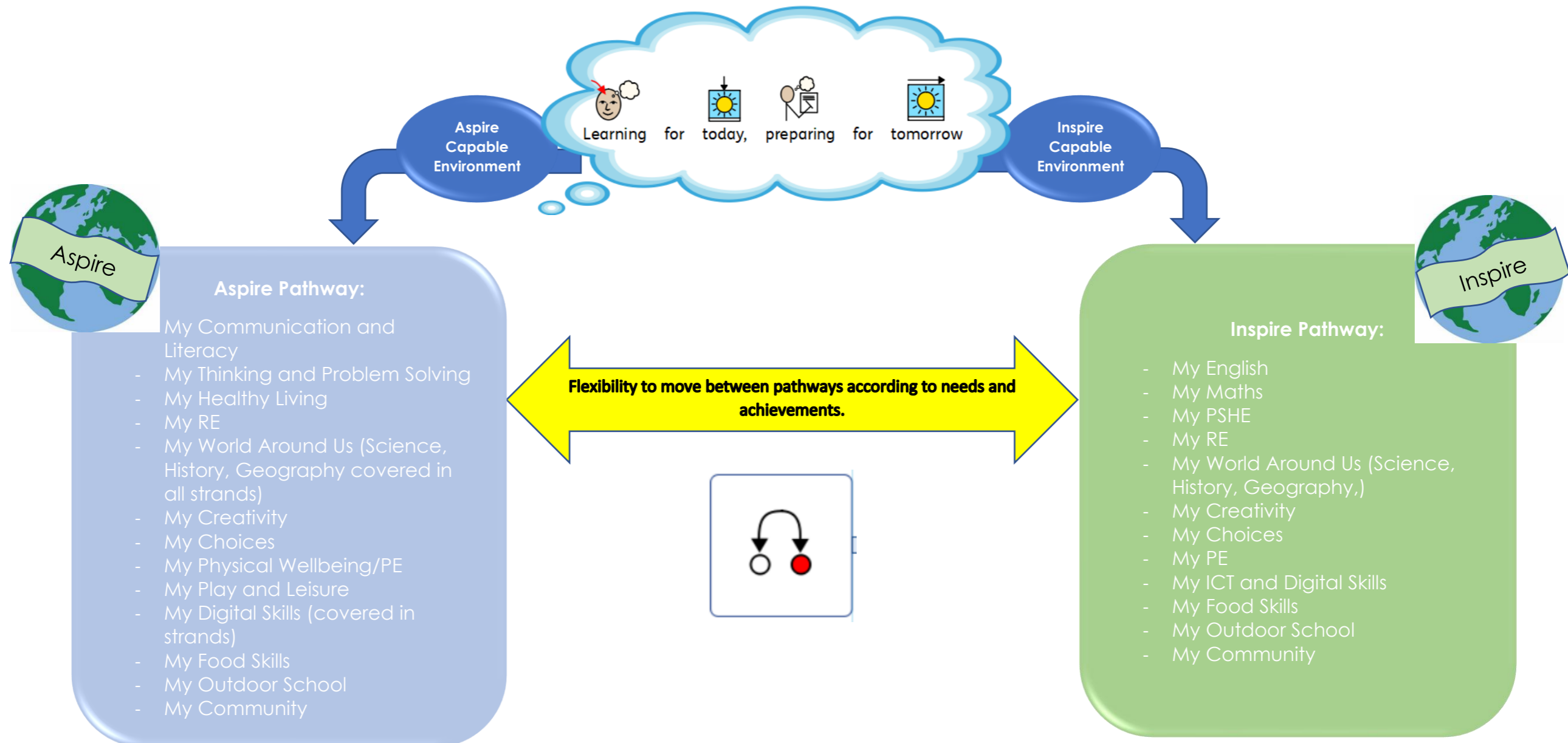
- Off site visits
- SMSC/RE
- Enrichment
- Jessie's Fund (Music)
- Open Theatre
- Residential
- Swimming
- SEND Active
- Forest School
- Horticulture
- Assemblies
- School Council
- Community Engagement

Communication, Sensory Integration and Positive Behaviour Support
offer delivered through a tiered approach

Curriculum for Learning

Curriculum for Life

Curriculum for Enrichment and Generalisation



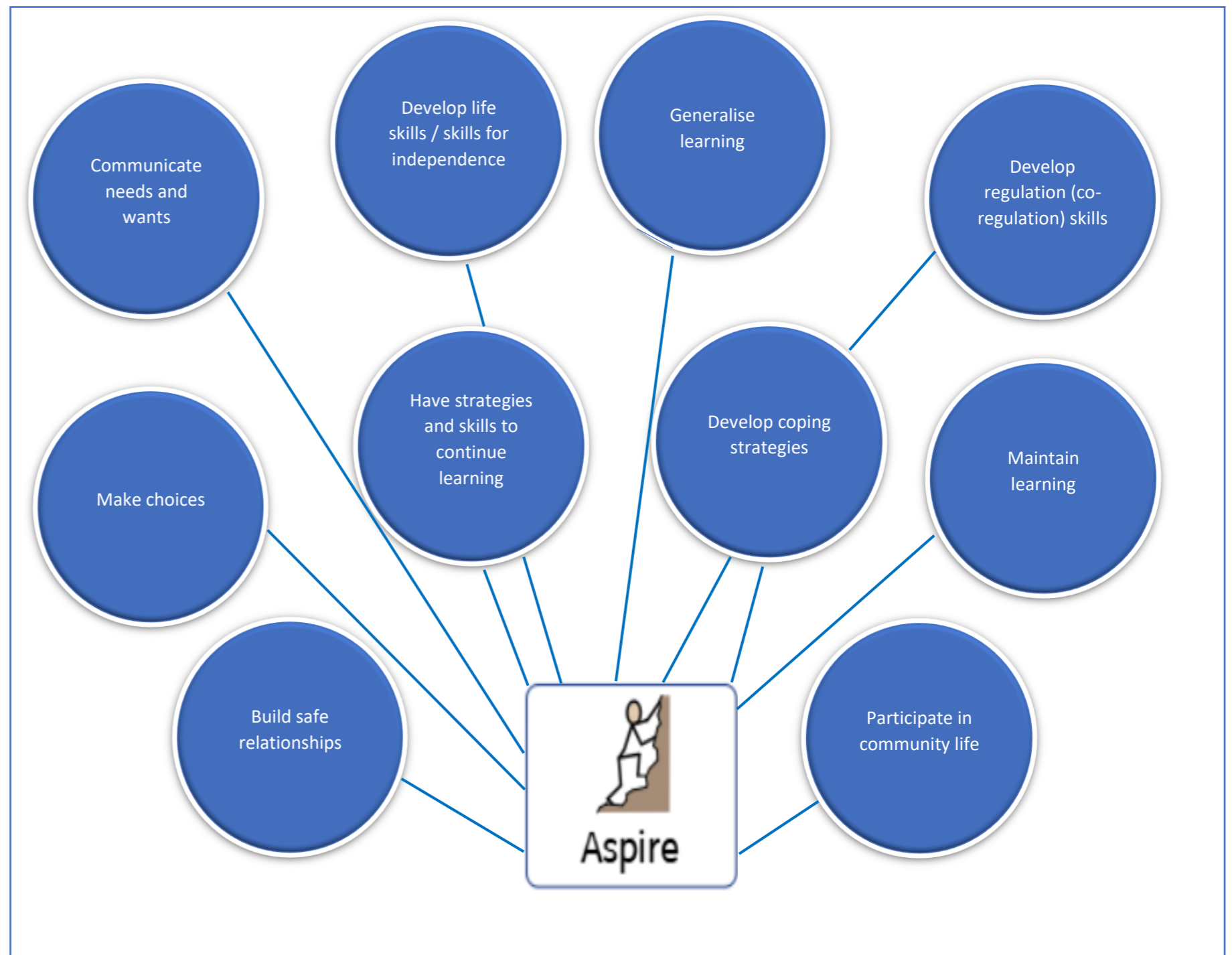
The Aspire and Inspire Pathways are not defined by age, but by need and achievement; pupils are therefore able to move flexibly from one level to the next at any point during their school career. Each level covers skills, knowledge and understanding across a range of areas of learning, and they are blended to facilitate a 'learning flow' between the pathways.

The Aspire Pathway provides a personalised curriculum for learners with complex autism. It aims to prepare learners for their future by equipping them with life skills such as communication, emotional regulation, and daily living skills. Learner's sensory needs are supported throughout the day.

The curriculum is flexible, highly personalised with motivating activities delivered through meaningful and purposeful teaching approaches. Skills are broken down into small steps and built upon sequentially with repetition of skills to ensure maintenance. We aim for learners to:

- be as independent as they can be
- be able to communicate functionally
- become resilient and regulate their behaviour
- live a safe, healthy, and happy life
- be active participants in their community

The illustration to the right provides examples of learner outcomes within the Aspire pathway.



Curriculum Statement: Aspire Pathway

Elements of Offer

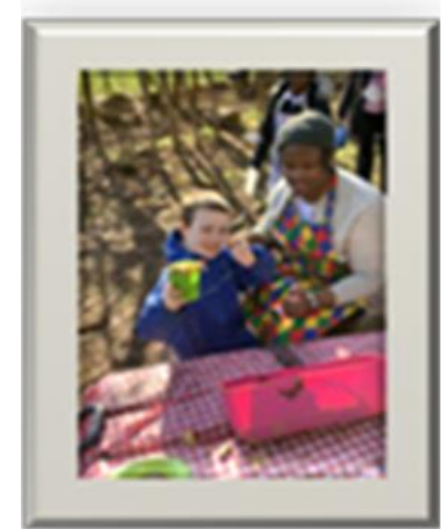
- High staffing ratios
- Personalised offer
- Promoting a sensory aware learning environment
- Support to develop strategies to manage own behaviour/ regulation
- Highly structured environment
- Functional / skills based
- Routine led
- Generalising learning beyond the classroom
- Inclusive communication approach
- Addresses the needs and requirements of each learner's EHCP

Curriculum Areas

- My Communication and literacy
- My Thinking and Problem Solving
- My Healthy Living
- My RE
- My World Around Us (Science, Geography, History - covered in all strands)
- My Creativity
- My Choices
- My Physical Wellbeing/PE
- My Play and Leisure
- My Food Skills
- My Digital Skills (covered in strands)
- My Food Skills
- My Outdoor School
- My Community

Approaches to T & L

- Use of visual timetables
- Transition and schedules
- Focus on developing communication through AAC
- Repetition, maintenance and generalisation of learning
- Regulation strategies embedded throughout the day
- Structured teaching approach
- Reinforcement and motivation used to develop learning
- Sensory strategies embedded throughout the day





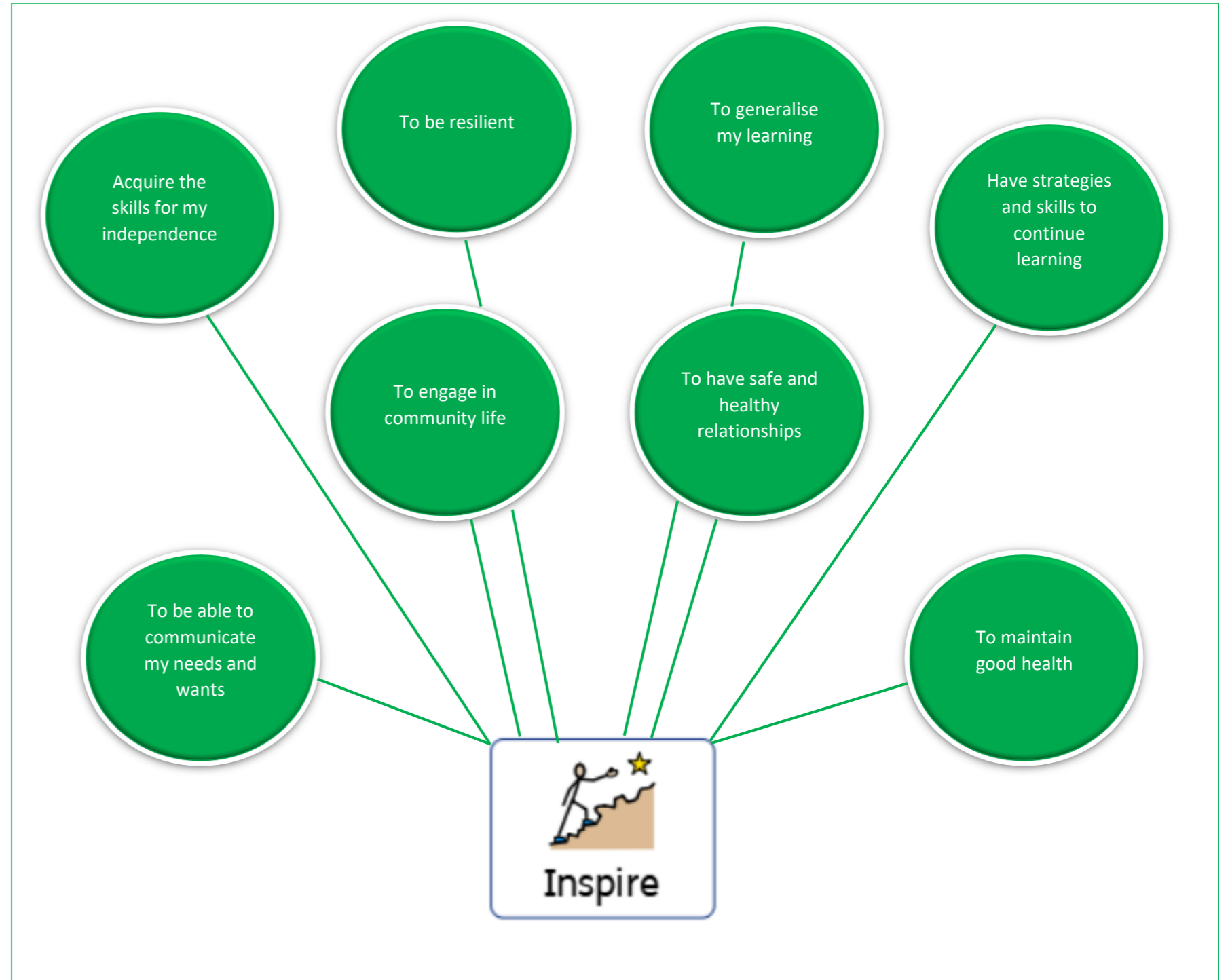
The Inspire pathway caters

for learners who predominately have Severe Learning Difficulties and/or Autism.

The curriculum comprises of an adapted version of subject specific knowledge taken from relevant parts of the National Curriculum, coupled with opportunities for learners to generalise their learning and develop important life skills. We aim for learners to:

- acquire skills for independence
- enjoy learning through a broad range of subjects / experiences
- become confident individuals who are happy to live safe, healthy, and happy lives
- become active, responsible citizens who make a positive contribution to society
- be able to communicate in a range of contexts, using AAC as needed

The illustration to the right provides examples of learner outcomes within the Inspire pathway.





Elements of Offer

- Adapted National Curriculum offer
- Sequentially mapped out curriculum areas
- High staffing ratio
- Integrating skills for independence
- Differentiated planning and delivery
- Personalised resources based on needs
- Multi-professional working
- Addresses the needs and requirements of each learner's EHCP

Curriculum Areas

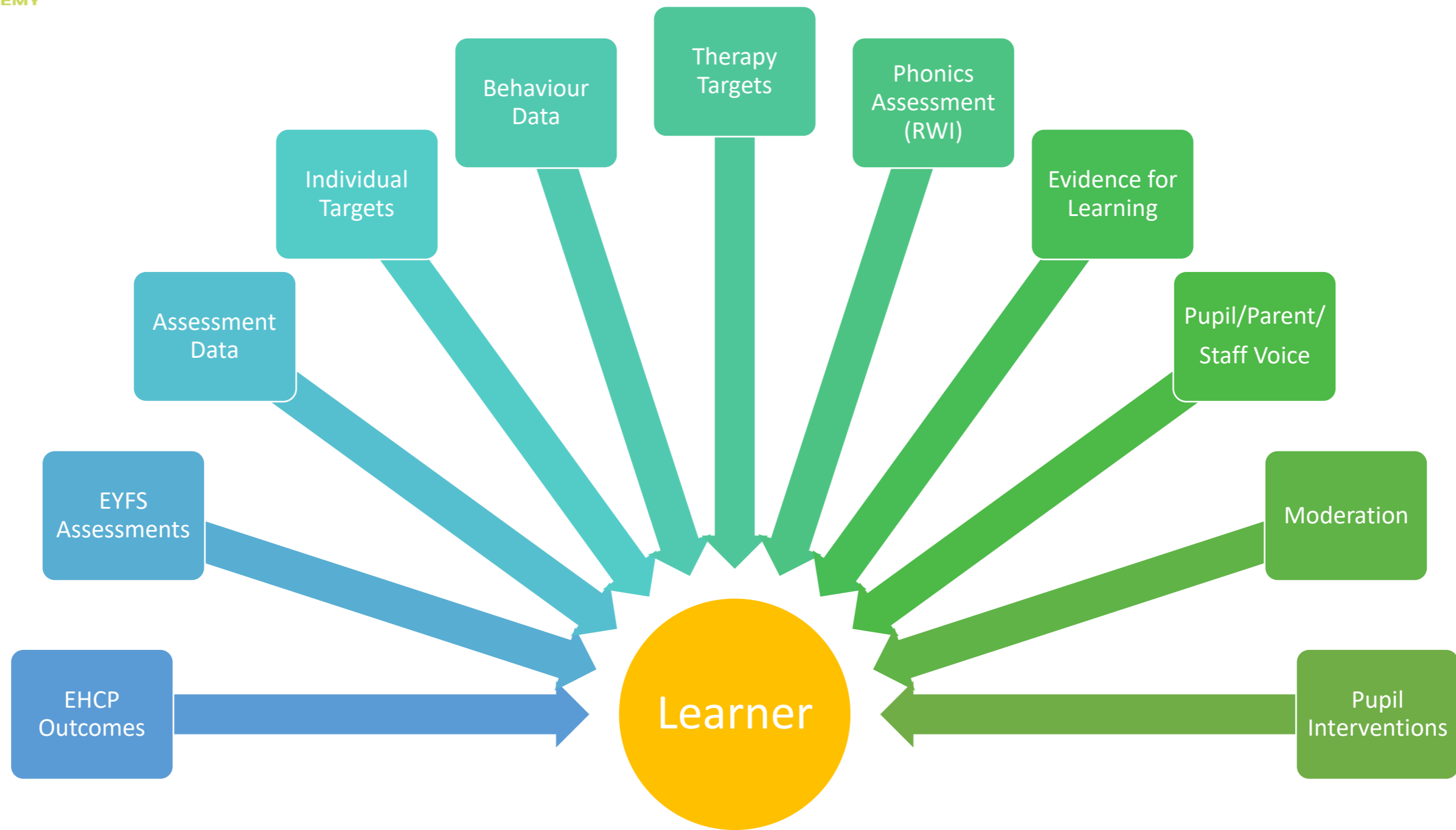
- My English
- My Maths
- My PSHE
- My RE
- My World Around Us (History, Geography, Science)
- My Creativity
- My Choices
- My PE
- My ICT and Digital Skills
- My Food Skills
- My Outdoor School
- My Community

Approaches to T & L

- Promotion of communication skills with ability to use AAC as required
- Consolidation and generalisation of learning
- Developing problem solving and thinking skills
- Creative teaching approaches
- Learning is relatable with opportunities to apply to a real world setting
- Multi-sensory approaches (where needed)
- Developing positive relationships with adults and peers
- Making requests/choices
- Promoting interests /motivators
- Acquiring knowledge and applied skills
- Building resilience



We use a **'basket of indicators'** to capture and **triangulate** the full picture of **pupil progress**. The range of measures and assessments include:



We use a bespoke assessment system that matches curricular learning. Pupils are set targets which are then planned for through their personalised curriculum. Progress on each target is measured in lessons and via data capture. Once a target has been achieved, a new target is set, builds on the previous target to promote consolidation of learning and sequence.

We use both internal and external moderation exercises to ensure that our judgements are accurate.

We aim to develop skills in order that our pupils will be able to function as independently as possible and not always rely upon others to organise and direct them. It is therefore essential that we establish and maintain ways of working as early as possible. This enables our pupils to be able to organise themselves (over time) and gives meaning and understanding to their world. To do this, we use:

- Visual timetables
- Separate work areas and individual workstations where appropriate
- Individual daily schedules with a defined start and finish through transitions cues
- PECS, Objects of Reference, Communicate in Print, Communication Books, Assisted Learning Displays
- Social stories – to promote understanding and improved behaviour/social skill.
- Sensory stories
- Intensive Interaction
- Motivators and incentives
- Movement programmes
- Read, Write Inc, Phonics Phase 1, See and Learn (Literacy) Numicon (mathematics)
- Positive behaviours rewards system
- Work/choice systems



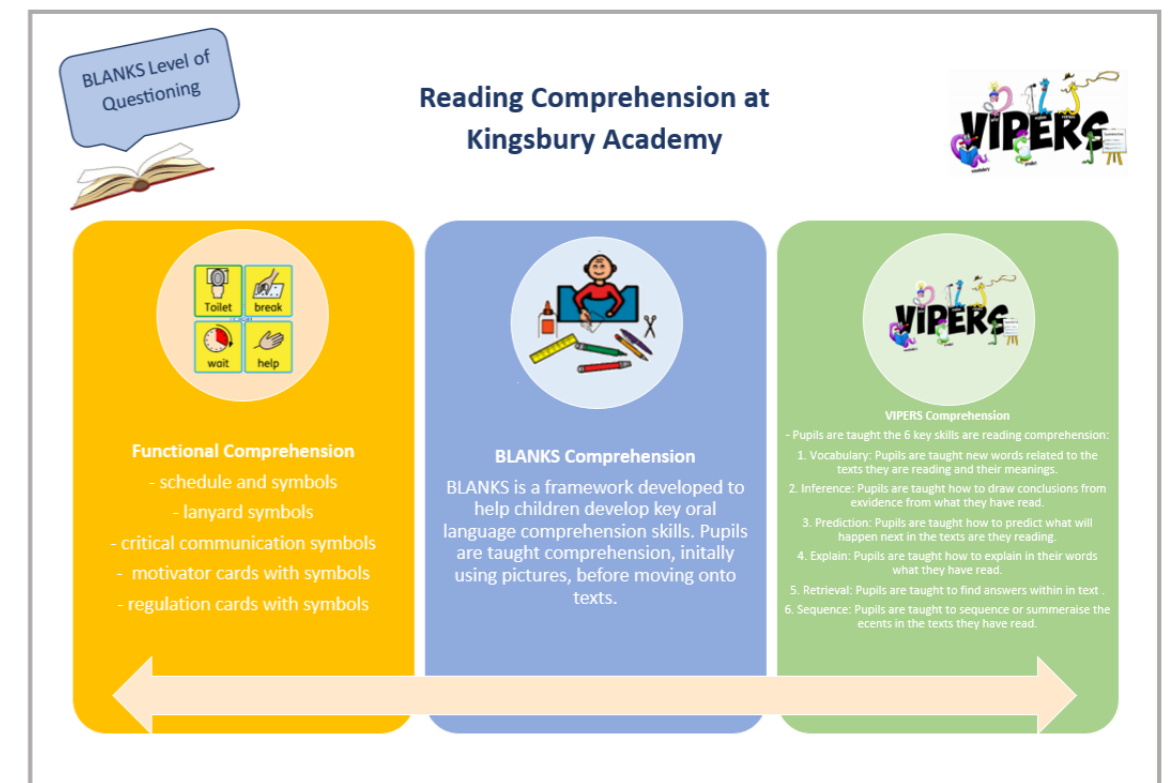
Reading Programme:

Pupils at Kingsbury Academy access reading through either a synthetic phonics phase 1 level (Twinkl) or a synthetic reading programme (Read, Write, Inc). We provide pupils with the skills they need to develop their literacy skills. Pupils will access a wide range of symbols, pictures, and text, develop their ability to recognise and use symbols and sight vocabulary leading to improved vocabulary knowledge (receptively and expressively) that is used in a functional way. Any pupil that we feel needs additional support in their reading is quickly identified with further inventions put in place and monitored.

Throughout all the reading opportunities, a learners' readiness to read will be assessed, recognising a learners' ability to maintain concentration and attention, display positive dispositions and attitudes to learning and engages with environmental sounds and visual or tactile cues. Reading skills are implemented within all areas of the curriculum provision, across all pathways, to promote fluency, frequency, and access to information, as well as developing enjoyment of reading and supporting learning beyond the classroom

How is reading at home supported?

We invite all parents and carers to join us for parental coffee mornings each half term where we hold workshops and share strategies and resources to support reading. We send home resources such as communication aids, symbols, task cards/books and visual aids. This is supported by reading challenges and matched books sent home.



Personal, Social, Health and Economic (PSHE) and Relationship Health Education (RHE) development is at the core of the curriculum within the 'Learning for Life Curriculum' at Kingsbury Academy. We equip pupils to have an awareness of self and individual identity, whilst developing their understanding of the world around them and how to engage and interact safely and effectively within it.

Within Key Stages 1 and 2 the PSHE curriculum is delivered through 'My Healthy Living' within the Aspire Pathway and 'My PSHE' within the Inspire Pathway. Learning is part of a well-planned, sequenced curriculum meeting statutory requirements whilst providing breath and balance within our offer.

We ensure that the fundamental British Values/SMSC are introduced, discussed, and lived out through the ethos and work of the school. These aspects are embedded throughout the curriculum and are integral for the development of our learners becoming active citizens in complex and changing communities. Individual liberty, democracy, respect, tolerance, rule of law, are all threaded through the work of the school and covered at a developmentally appropriate level. Pupils can generalise their learning through their community participation sessions. All curriculum areas provide a vehicle for furthering understanding of these concepts. Reflection time provides opportunities to deepen and develop understanding.

We encourage our children to be creative, unique, open-minded, and independent individuals who are respectful of themselves and of others in our school, local community, and the wider world.

RE:

The Religious Education scheme of work aims to help pupils develop open, sensitive, reflective and critical skills to understand humankind's varied religions and beliefs, exploring practices, values, beliefs and lifestyles. At Kingsbury Academy we aim to support the learners in the development of their self-reflection skills in recognising and relating others beliefs and lifestyles to their own experiences and to questions of everyday life. RE is important in developing character and contributing towards the spiritual and moral development of our learners. Coventry Agreed Syllabus for RE informs our offer. Parents have the right to withdraw for RE, please see parents tab via Kingsbury Academy for more information.

Positive Behaviour Support (PBS) to support curriculum implementation:

At Kingsbury Academy our Positive Behaviour Support approach reflects our understanding of the complex needs of all our pupils and how this affects their ability to self-regulate and manage their behaviour positively to engage with their learning. We aim to take a holistic, whole-person approach to behaviour that encompasses sensory processing, communication needs, positive behaviour strategies, trauma-informed approaches, and appropriate physical environments.

Kingsbury's aim is to truly understand pupils and their behaviour and implement research-based strategies with one aim in mind: to improve the quality of life for all of our pupils and their families.

In summary, the PBS framework:

- Creates a system of support that values dignity, choice, participation, and equal opportunity.
- Considers the person and his or her life circumstances including physical health and emotional needs.
- Creates physical and social environments that are supportive and capable of meeting individuals needs

Capable environment:

Adapting the environment (both the social and physical environment) has been shown to improve quality of life and therefore we ensure elements noted below are embedded into our daily practice and curriculum provision. This also forms part of the universal Positive Behaviour Support provision.

- Capable Environments (McGill, Bradshaw, Smyth, Hurman and Roy, 2020)



Communication	Cognition	Physical Wellbeing	Reflective practitioners
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<ul style="list-style-type: none"> • Positive social interactions • Support for communication • Support to establish and maintain relationships with others • • Provision of opportunities for choice 	<ul style="list-style-type: none"> • Support for participation in meaningful activities and learning • Provision of consistent and predictable environments with personalised routines and activities • • Encouragement of more independent functioning 	<ul style="list-style-type: none"> • Personal care and health support • Provision of acceptable physical environment (sensory aware) 	<ul style="list-style-type: none"> • Mindful and skilled staff
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Multi-disciplinary support:

At Kingsbury Academy we pride ourselves in meeting the individual needs of our learners and our therapeutic provisions are a key aspect in achieving this. The following therapeutic provision is in place to support learning and wellbeing:

Communication and Interaction/Speech and Language Therapy: Communication and Interaction/Speech and Language Therapy:

We have a dedicated Communication and Interaction lead who is both a qualified teacher and Speech and Language Therapist. Through this, we provide a total communication environment where all staff members are upskilled, through regular CPD, to enable them to provide consistent communication support throughout the curriculum.

The Lead supports the implementation of the communication and interaction strategy at Kingsbury Academy and provides regular speech, language, and communication support within classes, as well as coordinating the NHS Speech and Language service, providing specialist individualised support, ensuring that all pupils have the means, reasons, and opportunities to communicate.

Communication strategy to support curriculum implementation:

Our ultimate vision for all pupils is that they will establish a functional system of communication in whatever form is appropriate to them. The method of communication can take many forms, and all pupils are supported and given the opportunity to develop their communication through understanding of language and use of language whether verbal or non-verbal. At Kingsbury Academy we recognise that it is everybody's responsibility to understand and recognise the different methods of communication, to value them and to support pupils using them. Communication happens throughout the day, and we believe that every situation should be used as an opportunity to practise and enhance communication skills for every pupil. It is important to support all pupils in using their skills in a functional way in different contexts and situations and that communication opportunities should be integrated into all aspects of the curriculum. We recognise that communication is the foundation that allows pupils to access learning and develop social relationships.

We want all learners to have:

- **Means** – Our pupils use many different means to communicate, using vocalisations, gestures, body language, speech and/or Alternative and Augmentative communication systems (AAC) for example PECS or communication books and boards.
- **Reason** – We support our pupils to develop a variety of language functions for example to make requests, comment, express thoughts, and feelings, ask and answer questions etc., providing endless reasons to communicate with peers and adults around them.
- **Opportunities** – Opportunities refer to where, when and with who we communicate. At Kingsbury Academy opportunities to develop communication and interaction skills are planned into all elements of our 'Learning for Life' curriculum.



Universal Communication Support at Kingsbury Academy.

Our Universal Communication and Capable Environment expectations for each pathway create a clear focus for staff on what strategies will support pupil's ability to transition throughout the day, alongside the development of their expressive and receptive language and social communication skills.

Transitional Supports e.g., visual schedules, transition music cues, photo/symbol lanyards, environmental visual supports across school such as Objects of reference.

Receptive language: Symbol supports, Objects of reference, simplified instructions including Derbyshire Language Scheme and Blanks level of questions, Makaton.

Expressive language: Intensive Interaction, Core vocabulary Boards and Aided Language Displays (ALD), Makaton, PECS, Communication books, Electronic Communication Devices.

Our job is to show the children that communicating is worthwhile and fun! Most of our children find communicating tricky, so we have lots of ways to help them talk and reduce their frustration. For example, we use symbols to help children understand and help them ask for things they want. Some pupils receive targeted communication support which is based on class specific or individual/small group needs. Examples of this support include TAC PAC, Attention Autism (The bucket) and colourful semantics.

Occupational Therapy: The Occupational Therapist supports staff in creating a sensory aware learning environment to meet learners' sensory needs. The therapist supports the development of sensory circuits and provides guidance for teachers when developing individual sensory profiles. The therapist also provides regular support in classes to offer advice and guidance relating to the implementation of sensory profiles.

Music Intervention: Music intervention is available for learners to access a block of sessions to support with engagement, psychological, emotional, cognitive, physical, communicative, and social needs. The aim is to use shared musical experiences to facilitate wellbeing and positive changes in engagement or achievement, rather than musical ability. As appropriate, teaching assistants access sessions to support the learner and continue to utilise these strategies into their classroom practice.

Additional Support:

In addition to the therapies listed above we also liaise with Educational Psychologists, School Nurses, Teacher of Visual Impairment and Teacher of hearing Impairment.

Enriched Curriculum/Personal Development

We want to provide a curriculum that extends beyond our pathways to enable our pupils to discover their interests and talents. Our aim is to develop important characteristics such as **resilience**, **confidence** and **independence** to help keep **physically** and **mentally healthy**. As part of our offer, we aim to ensure that learners are fully equipped to be an integral part of society and modern Britain by understanding diversity, celebrating commonality and promoting respect throughout their lives.

Our junior leadership team are a strategic team that direct and steer long term decisions at school. Regular meetings take place to decide and organise activities relating to whole school enrichment as well as developing life skills such as turn taking, adapting to new people, teamwork, collaboration, problem-solving and communication.

Long term project work such as the Wilmott Dixon-Green village project facilitates our pupils to plan, design and build a sustainable green village. The project enables our pupils to further develop skills by working as a team, interacting and presenting to others, as well as gaining confidence. The project allows opportunities for our pupils to explore the importance of caring for their environment and considering environmental impact.

As part of our Tesco Ricoh Partnership, pupils our pupils take an active role within their community by supporting Tesco Ricoh's community grants scheme, Christmas toy appeals and other fundraising opportunities. Since our partnership with the store, our pupils have learnt a wide range of world of work skills as well as becoming active citizens who are visible to their local and wider community.

Our learners have opportunities to understand what the National Trust's aims are and how we care for land and the surrounding environment. Pupils were excited to be able to vote, negotiate and select the trees that they will be planting at their school in Spring Term.

Personal development is a thread that runs through out entire curriculum. These are a range of examples that are pupils have access to as part of an enhanced curriculum offer.

The school is committed to promoting a healthy lifestyle. To promote independence, socialisation and essential components of fitness, the school provides a range of activities.

- Adventure Trail
- Life Skills Hub
- Sensory Studio
- Sensory Corridor
- Walking – Kingsbury Academy has over 5 acres of private land.
- Gardening in one of our on-site allotments in the Kingsbury Gardens
- Forest School
- Bikes/Scooters
- Music
- Swimming off-site
- Education Visits off-site

These opportunities enable learners to:

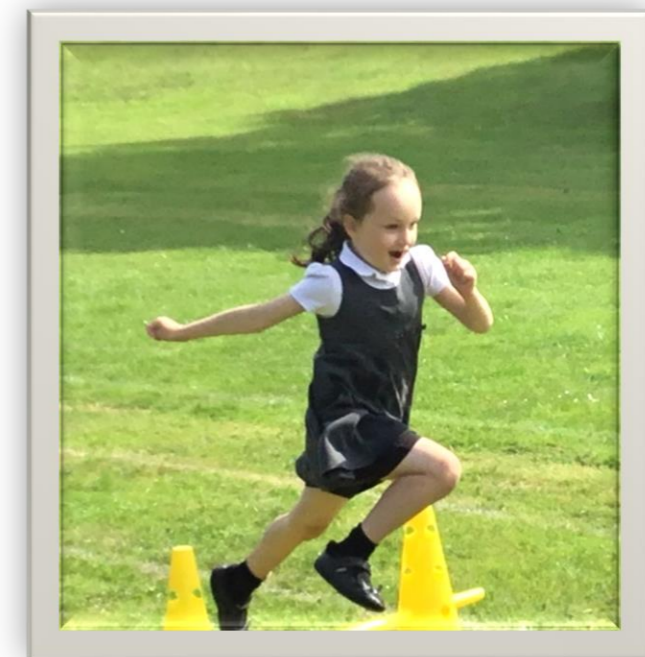
- develop new learning
- embed / generalise existing learning in a variety of different contexts,
- promote skills for independence



Wellbeing through the curriculum:

Our curriculum enables learners the opportunity to:

- Recognise own strengths
- Build suitable interactions/respectful friendships
- Learn how to respect themselves and others
- Develop self-esteem and confidence in their abilities
- Follow their own interests and be themselves
- Learn in a supportive environment
- Be supported to learn how to self-regulate when anxieties become heightened
- Find a way of being active that they enjoy
- Support others in the school community and wider community



Further Information

For further information on the curriculum please contact the school office at enquiry@kingsbury.thrive.ac