



Overview of LRC 2 Curriculum



Introduction

- The learners in LRC 2 have a wide range of needs, range from ASC, sensory-processing difficulties, social and communication needs, and physical difficulties.
- The complexity of the needs of the learners requires a provision that is planned to include a balance of appropriate learning whilst embedding communication, self-regulation and emotional wellbeing.
- The vision for learners within LRC 2 is to develop confident communication, self-regulation, independence and life skills, which are embedded and generalised, so that learners move on to their next steps in life fully prepared and able to access purposeful, interesting and meaningful experiences.
- Learners make the most progress from following a semi-formal curriculum focused around the four areas of ALN. Every day learners take part in subject based lessons such as phonics and maths.
- Learners in LRC2 can range from ages 6-11. Our classes are organised based on several criteria: age, learning needs and learning style, in some cases children access learning and provisions across the two rooms (LRC 1 & 2).

Areas of the Curriculum

Our Curriculum is created around the needs of the learners driven by the learner's Intended Outcomes. These are achievable targets that are taken directly from the IDP and are reviewed yearly. To plan and design an effective, highly engaging, adaptive, curriculum teachers draw inspiration from the Primary Knowledge Curriculum. The Curriculum we offer meets the needs of learners, through providing freedom to be creative whilst still concentrating on individual needs and promoting independence. Teachers tailor documents to meet the needs of learners, using assessment data from Besquared, this enables us to provide a personalised, relevant and challenging curriculum.

Due to the wide range, and complexity of need, learning will be presented differently for each pupil or group. Some learning may be more multi-sensory, whilst some may be more formal and subject specific. Learning may be delivered in small group or as a whole class. All children will access various stages of maths, phonics, reading and writing. This learning will therefore be personalised to the learner and delivered in small groups or 1-1 sessions, or through a continuous provision.

Teachers support learners by providing them with strategies to help understand and manage their emotional regulation, so they can enjoy school, engage with learning and have fun. We understand that behaviours are a form of communication and so in order to help pupils manage dysregulation, we weave higher and lower demand activities throughout the day, allowing pupils to process the stress levels they may carry with them during their daily lives.

Our holistic approach to learning and development is embedded throughout the curriculum, and we seek to support the learners to embed skills and understanding from classroom-based learning and generalise them in other contexts and environments. For example, the learners develop their interactive and social skills in Sulp sessions, they learn how to relax in the sensory room and develop their physical skills in the swimming pool and in Parkour. We also have specialist teachers delivering music sessions and for some children we extend this pastoral offer to specific programmes such as Drawing and Talking and Lego therapy to support their individual needs.

The whole school follows a thematic approach which allows us to refresh routine learning experiences and provide new opportunities, activities and stimulus.

	Year 1	Year 2	Year 3
Autumn 1	All about me	All about me	The Human Body
Autumn 2	Journeys	Transport- Past & Present	Seasons & Weather
Spring 1	Dinosaurs	Space	Materials around us
Spring 2	Growing and changing	Growing & changing	Plants
Summer 1	Animals and Babies	Kings & Queens	Animals & their needs
Summer 2	Heroes & adventures	Stories from the past	Taking care of the earth

LLC and Mathematics & Numeracy

Language, Literacy and Communication (LLC) sessions are carefully adapted to meet the diverse and complex needs of our learners. Teaching is delivered through engaging, multi-sensory approaches that support the development of communication, reading, and writing skills at an individual level.

Learners may access multi-sensory phonics activities, interactive reading applications, and structured language programmes such as Colourful Semantics to develop vocabulary, sentence construction, and communication skills. Emergent writers are supported through approaches such as Drawing Club, which encourage oral language development, imagination, and early mark-making, while more able learners are provided with opportunities to develop sentence structure, written expression, and extended writing where appropriate.

Maths is taught through a cross-curricular approach, it is embedded across sessions in a way which is relevant and meaningful to the students. This approach means that maths can be taught in a practical way which students can relate to, understand, and generalise naturally. This focus on practical and useful maths gives learners the skills to

apply maths to their own lives as a matter of course as they prepare for adulthood, for example understanding food measures and units of time.

Learning activities are personalised to ensure that all learners can access the curriculum at a level that is meaningful and challenging for them. Consideration is given to each learner's emotional regulation and wellbeing, with teaching approaches, environments, and expectations adapted to maximise engagement, participation, and success.

Environment

The classroom learning environments are designed to support engagement and self-regulation and can be adapted through the day depending on the learning activity. To support a low arousal environment, classes may have soft furnishing, mats and beanbags. Some classes may use low level lighting and low stimuli to support sensory processing difficulties. Systems, tools and organisation of the classroom environment is designed to support communication.

Communication

Within the LRC, we embed the 'Total Communication' approach ensuring that personalised systems and tools are always available and enable all learners to communicate effectively. Within the LRC a variety of communication methods are used such as Core boards, visual prompts and directional symbols, alongside sign-a-long to support verbal language, and AAC (additional augmentative communication) aids such as iPads. This approach enables students to maximise their communication opportunities, express themselves fully and immediately, enabling them to be fully engaged in learning.

Measuring Progress

Assessment is an ongoing process and is closely linked to the long-term outcomes identified within each learner's Individual Development Plan (IDP). Each learner has between four and six termly learning priorities, which are aligned to the four core areas of Additional Learning Needs (ALN). These priorities are reviewed, monitored, and updated on a termly basis to ensure they remain relevant and appropriately challenging.

To support the development of robust and meaningful learning priorities, teachers work collaboratively with a range of professionals and specialists during annual review meetings to evaluate progress towards long-term outcomes. Parents and carers play an important role in this process, contributing valuable insights into their child's development and future aspirations.

Progress is measured through a range of assessment tools, including termly updates on Besquared, which tracks small steps of progress and supports the identification of next steps in learning. For learners working at early developmental levels, progress is also monitored using the Sensory Development Profile, ensuring that achievements across all areas of development are recognised and celebrated.

Evidence of Learning

Evidence of learning is recorded on the digital platform SEESAW. All staff in class are responsible for capturing and recording evidence. Specific examples of evidence can then be shared with parents and carers, so they understand their child's current learning goals; parents can also then share pictures and message teachers using the app.