Simply Sensory
Training and Support
Creating The Building Blocks For Learning

Live, Laugh, Learn"

SIMPLY SENSORY CURRICULUM POLICY

September 2026 – 2027

Reviewed: September 2026
Next Review Date: September 2027

Curriculum Vision

Our flexible and personalised curriculum is designed as a cohesive approach with an individual's Education, Health and Care Plan (EHCP) at the core; therefore facilitating greater involvement of families, the pupil and other professionals, in their learning and development. It meets the ongoing needs of young people who are accessing alternative education provision in their home.

The ethos behind the curriculum is that children learn best when happy and well-motivated. A bespoke approach enables our pupils to access a meaningful and effective education that values first-hand, practical learning experiences. Using the Early Years Foundation Stage (EYFS) model of 'Characteristics of Effective Learning' we seek to nurture life-long learners who, rather than just being recipients of support, are motivated, inquisitive and active participants in their unique curriculum.

The Simply Sensory curriculum utilises a multi-sensory, experiential approach that is tailored to the individual's needs, interests and preferences to ensure that each pupil makes progress towards their own educational outcomes as detailed in their EHCP. These typically cover the key areas of Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, and Sensory and Physical. For some students it will also be appropriate to develop subject specific and vocational learning pathways including Mathematics, English and ICT. We do take ideas and methodologies from documents produced by the Department for Education and elsewhere. However, whatever we take must be relevant and appropriate to the developmental needs of each pupil, in order for meaningful learning to occur. There is no single curriculum that suits all our learners, no 'set' of subject areas, no bank of targets to be chosen from, 'The child is the Curriculum'.

Teaching and Progression

Teaching across all areas and subjects will follow the model outlined below to ensure that children and young people are making progress towards greater independence.

1. Existing skills, knowledge and understanding.
2. Introduce new skills, knowledge, understanding and increase the breadth of curriculum content.
3. Create opportunities to consolidate, maintain and generalise skills or concepts. 4. Provide greater opportunities for creativity and experiential learning and experience of a wider range of teaching and learning styles and methods.
5. Increase learner participation in the learning process by including opportunities for control over the environment.
6. Extend learning contexts to include more situations, a wider range of people and environments.
7. Providing opportunities to practice skills and apply knowledge in practical situations with increasing independence.

Formative Assessment

The most important assessment, used all the time, is formative assessment, or assessment for learning (AfL). This is the constant monitoring of progress, and also the monitoring of techniques and

experiences and activities to see what actually works well for each learner. All children learn in different ways and are stimulated by different things. The teaching team uses observations to inform their planning for the future. Observations are collated and organised and referred to as evidence to identify when children and young people have achieved an outcome or step towards an outcome identified on their EHCP. Where there is little evidence of progress towards an outcome, the target is reviewed by the team. Different opportunities or approaches may be considered.

Summative Assessment

Each of our learners has a unique set of challenges or barriers to their learning. The diversity and multiplicity of the needs and abilities of our learners means that one standard assessment scale, with a predefined set of level descriptors is impossible. Instead for our learners at the earliest developmental stage progress is recorded, evidenced and reported using Quest for Learning.

For our students that are following a subject specific pathway we are currently using PIVATS as a method of assessment and as a way of sharing progress as numerical data with other professionals. Students that are undertaking a vocational pathway are assessed according to the criteria of the relevant examination or accreditation body.

An annual review of the EHCP is held for each student and progress towards each of the outcomes is shared with the pupil, family and other professionals in attendance. Next steps and outcomes are discussed and agreed upon in the meeting.