

# Curriculum Access

At St John's Special School and College, we pride ourselves on recognising the individuality of pupils, supported by our assessment of their need and working in partnership with families and other professionals. Our school pedagogy papers highlight the common purpose, curriculum, expected progress, and teaching approaches and strategies across the school. Our curriculum is the vehicle through which we teach towards outcomes identified on pupils' EHCPs.

Key characteristics of each department:

**In the Early Years phase**, we are committed to welcoming pupils and families to St John's; it is a time to develop relationships and assess the strengths, needs and motivators of each pupil. We follow the EYFS statutory framework through a play-based approach, whilst introducing specialist strategies as appropriate.

**In the Lower phase**, building on the work from EYFS, we continue to develop the use of specialist strategies and introduce more transitions around the school. We begin to introduce more discrete learning and directed activities, as appropriate.

**In the Middle phase**, pupils are largely grouped by their learning style, as identified in Lower. There continues to be an emphasis on teaching and developing pupils' social play and interaction skills. Where appropriate, we begin to introduce some access to the community including horse riding and visits to local amenities.

**In the Senior phase**, we begin to transfer skills developed in Middle into community environments, as appropriate. We acknowledge that pupils are maturing into young adults and support their evolving needs with dignity and care. We recognise the need to develop social, emotional and mental health, as well as physical wellbeing, which can be compromised in adolescence.

**In the FE phase**, we continue to prepare students for adult life and learning with more focused emphasis. We listen to aspirations and then tailor learning to plan for these. The FE curriculum is based around sessions that have been designed to promote independence in life beyond the school setting, in areas such as home skills and hobbies. There is a strong emphasis on student-led activities and learning. Where appropriate, students experience potential post-school settings.

With our individual approaches for each pupil, we ensure continuity of support through their time at St John's.

This document should be read in with pedagogy papers 1 and 2.