



My Story

Greenside Whole School Curriculum

Learners at the centre:

Greenside provides a highly personalised curriculum with the learner at the centre. We focus on developing our learners' skills and understanding based on 4 key areas called the 4 "Mys": my communication, my thinking, my wellbeing, and my body. We do this by being responsive to and building upon individual strengths and interests and providing engaging and creative learning experiences based on a rolling programme of themes, contexts, and subjects. Our aim is to empower, enable and equip each learner for a meaningful, happy, and safe life beyond school.

Each learner's curriculum, known as 'My Story', will be delivered through our pathways approach and centre on what we know about them, what they want and need, and the knowledge, visions and priorities of parents, carers and other professionals.



What we know about learning:

Learning is an ongoing process that takes place throughout our lives and isn't confined to the classroom. The process of learning is rarely the same. It can happen in a wide variety of ways and different places.

Learning is not linear, no one learns in straight lines, but learning can be planned and shaped to meet the needs of individuals. We refer to this shaping as our 'My Story' curriculum.

Progress in the 'My Story' curriculum:



My Story

'My Story' is a personalised curriculum, with high aspirations for all.

Each individual's curriculum starts from what we know about them, what they want and need, and the knowledge, visions and priorities of parents, carers and other professionals.

We think about future outcomes and put targets and strategies in place to support the development of skills that will lead to a future where they can be happy, communicate as well as they can and be as independent as possible.



Pathways

The 'My Story' Curriculum has four main pathways. These pathways consider the needs of the learners and the ways in which they will make best progress.

These pathways are:

Engage - primarily for learners who have profound and multiple learning difficulties (PMLD)

Explore (SLD) - primarily for learners who have a severe learning difficulty (SLD)

Explore (ASC) - primarily for learners who have Autism in addition to their learning difficulty

Focus - primarily for learners who have learning difficulties (LD) and can access an adapted National Curriculum

Our **Early Years Foundation Stage (EYFS) pathway** follows a developmental curriculum, in line with the statutory EYFS Curriculum, which plays a diagnostic role in establishing which of the 4 curricula pathways the learner will join at the end of the early years.

Our **Preparing for adulthood pathway (Pfa)** gives greater opportunities for our learners to consolidate skills in community settings, and focuses on preparing to transition into life after school.

All pathways cover the six aspects of the 'My Story' curriculum and consider the individuals and their families hopes for the future.

Classes are broadly grouped by the learner's age and the pathway they are following. We also give great consideration to the dynamics of the individuals and the group. This gives everyone the best opportunity to make progress.

The pathways are not fixed, and sometimes pathways cross. Some classes may contain learners following different curriculum pathways for different aspects of the curriculum. Class leads ensure that all needs are met through adaptive teaching. Our curriculum pathways model is responsive to learner need. A learner can change curriculum pathway at any time during their school career if needed.

Greenside Curriculum Pathways

Preparing for Adulthood

Life skills based curriculum focusing on preparing for adulthood

Explore (SLD)
A life skills and context based curriculum

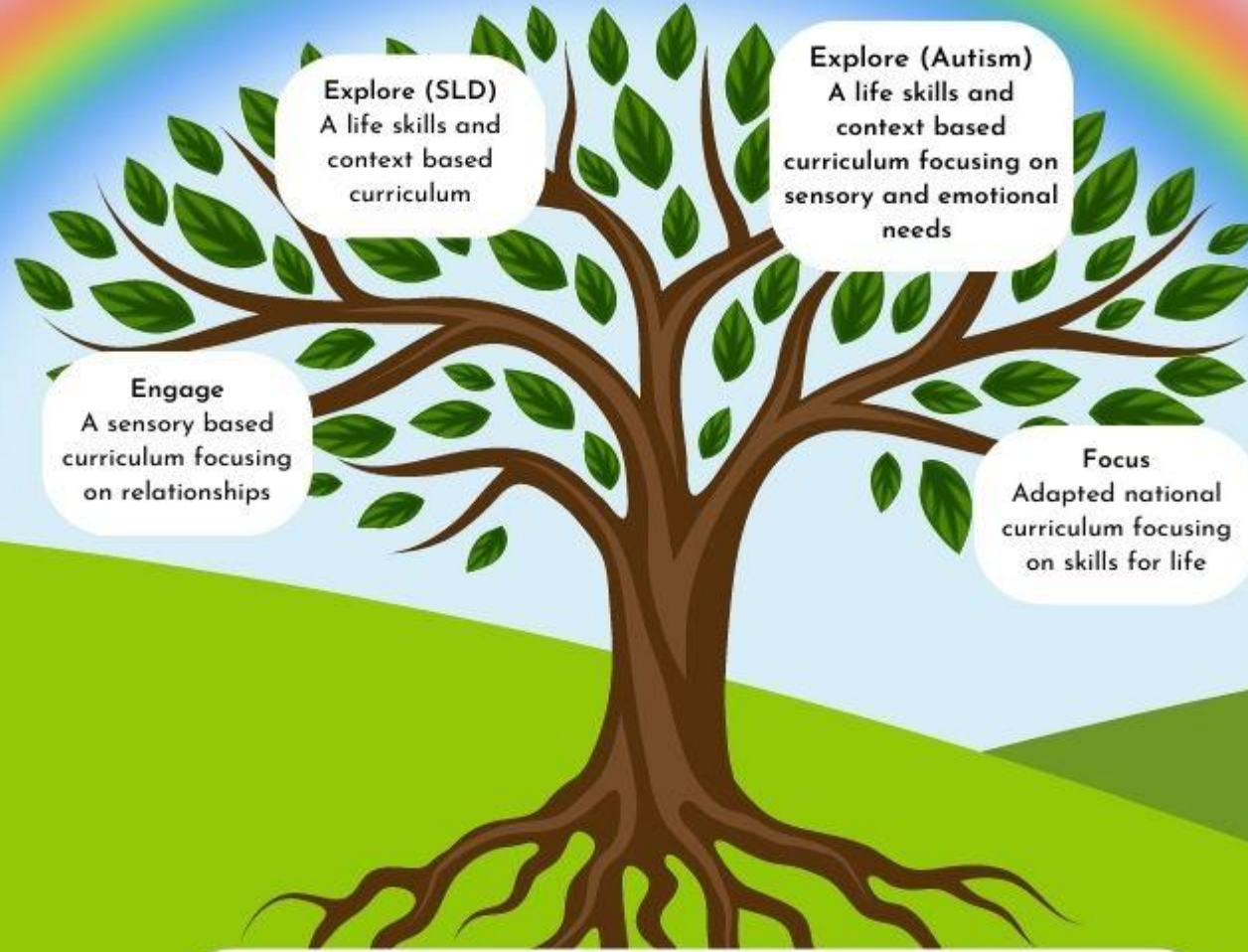
Explore (Autism)
A life skills and context based curriculum focusing on sensory and emotional needs

Engage
A sensory based curriculum focusing on relationships

Focus
Adapted national curriculum focusing on skills for life

Early Years Foundation Stage

A play based curriculum focusing on early learning



Our Pathways:

Engage

Learners following the Engage pathway have profound and multiple disabilities (PMLD), including learning disabilities, severe communication difficulties, physical and/or sensory disabilities, and complex health needs.

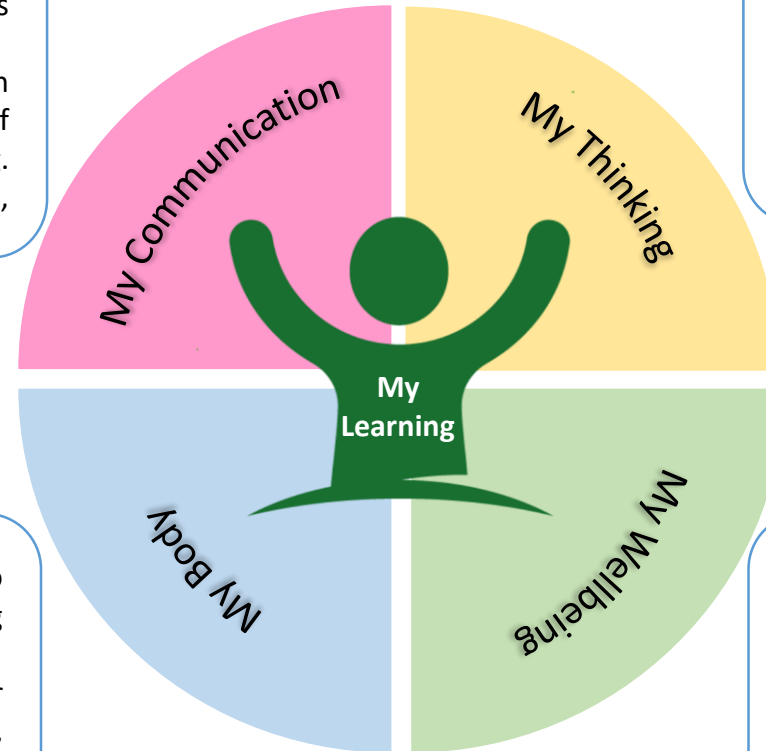
Learners require a high level of multiagency support, both for their learning needs and also for their personal care. Our individualised curriculum is built around an in-depth knowledge of the needs of each learner. At Greenside we recognise that learners with PMLD learn holistically following a curriculum that is interconnected. They learn best in a responsive and immersive environment that focuses on engagement and relationship building. They require a sensory approach to learning and a curriculum broken down into very small steps. They also require access to our specialist resources.



Engage

Engage pathway learners require time, repetition and consistency to establish individual communication. Learners will be given reasons to communicate. They will have communicative partners to communicate with. They will be encouraged to develop the ability to communicate that they want or don't want something, They will be encouraged to acknowledge another's presence, They will be encouraged to develop communication through Total Communication - whatever form of communication is appropriate for them as individuals e.g. gestures, eye movement, vocalisations, sensory cues, objects of reference, signs, photos, symbols or words.

We recognise that learners with PMLD have unique ways of learning and that learning is unlikely to follow a linear progression. Learners will receive immediate and consistent feedback in their responses. Be given opportunities to interact and to respond to the actions of others. They will have the opportunity to build on prior learning, repeating, practising and consolidating skills in a consistent way. They will be supported to generalise and transfer skills. They need different levels of sensory stimulation and will have information on their sensory preferences and avoidances recorded and monitored.



Engage pathway learners will have the opportunity to develop their water skills, through specialist swimming lessons, water confidence or hydrotherapy.

- To develop basic life skills to increase autonomy, or engagement and co-operation, such as hand washing, independent toileting or safe hygiene when eating.
- To participate in individualised specialist physio and OT programmes as appropriate to the learner- spending time out of wheelchairs allowing free movement time, and time in specialist standing and walking frames.
- To take part in Sherborne developmental movement sessions as appropriate.

Learners will experience personal and emotional wellbeing activities that are done "with" them rather than done "to" them. They will have their therapeutic and medical needs met e.g. positional changes are made safely. They will experience warm, communicative and appropriate touch and physical contact as part of the curriculum. They are supported to express their choices. They are taught how to say "no", listened to and have their "no" acted upon. They have respectful and dignified support to do as much as they can do for themselves.

Our Pathways:

Explore (SLD)

Learners following the Explore pathway have Severe Learning Difficulties (SLD) and may also have Autism and complex health needs and physical disabilities.

They require an approach to learning that is 'learner led', and engagement and exploration are encouraged through interesting and motivating practical tasks and activities. Learning takes place throughout the whole day and a priority is placed on learning through play. Learners are encouraged to explore their world and make connections and this in turn promotes the development of ideas and cognition. Learners following our Explore pathway curriculum require a high level of adult support, with their curriculum broken down into small steps with frequent repetition in order to develop fundamental skills and independence.



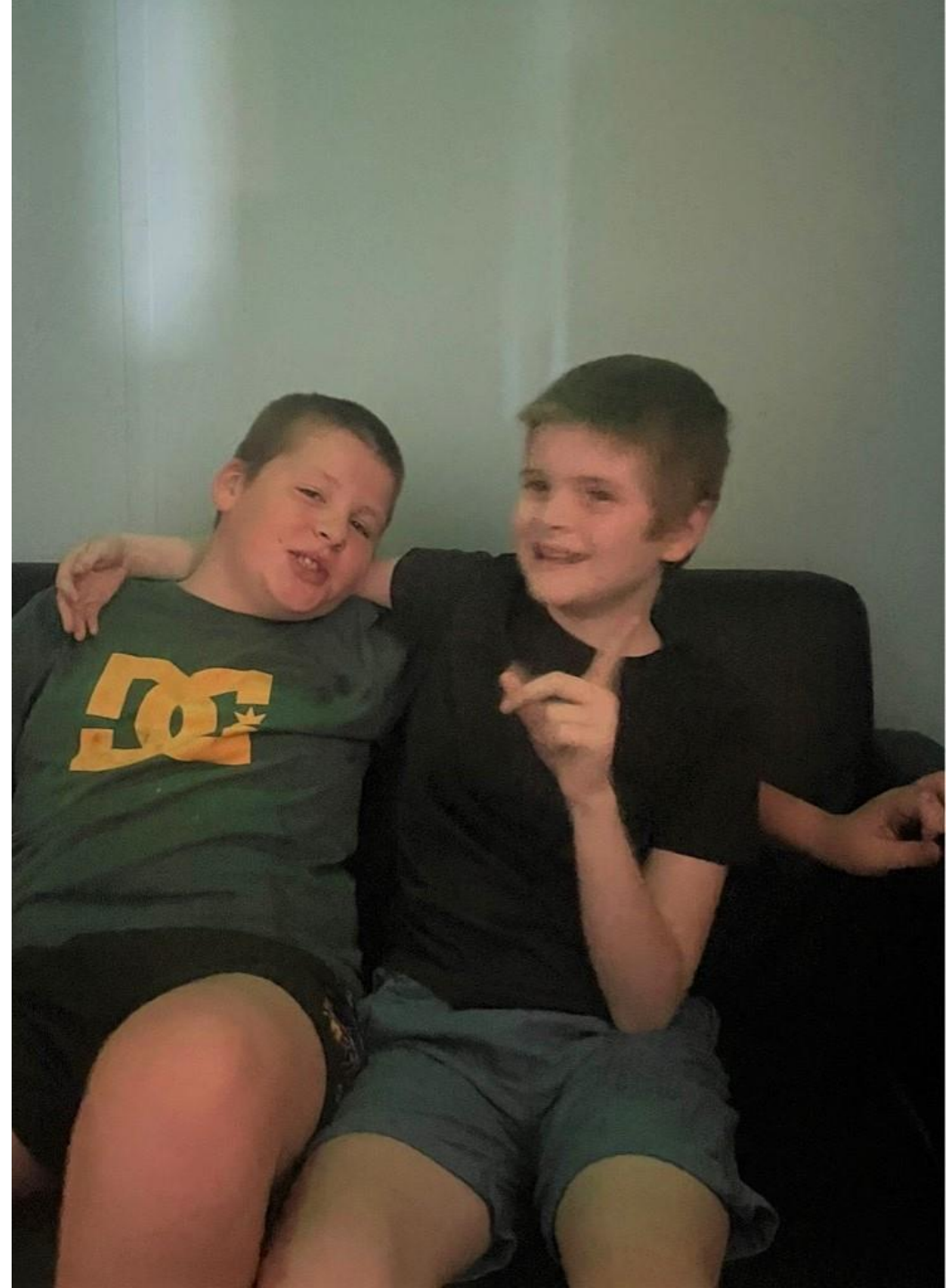
Our Pathways:

Explore (Autism)

Learners following the Explore (Autism) pathway have Autism and severe learning difficulties, they may also have complex sensory, communication needs, and may require support to regulate their emotions and enable them to develop successful interactions.

This pathway is designed for learners with a learning style typically associated with Autism. They can have difficulties with communication and interaction, complex sensory needs and can present with behaviours that may cause harm to themselves or others. These learners require specifically developed teaching strategies and approaches for working with learners with Autism.

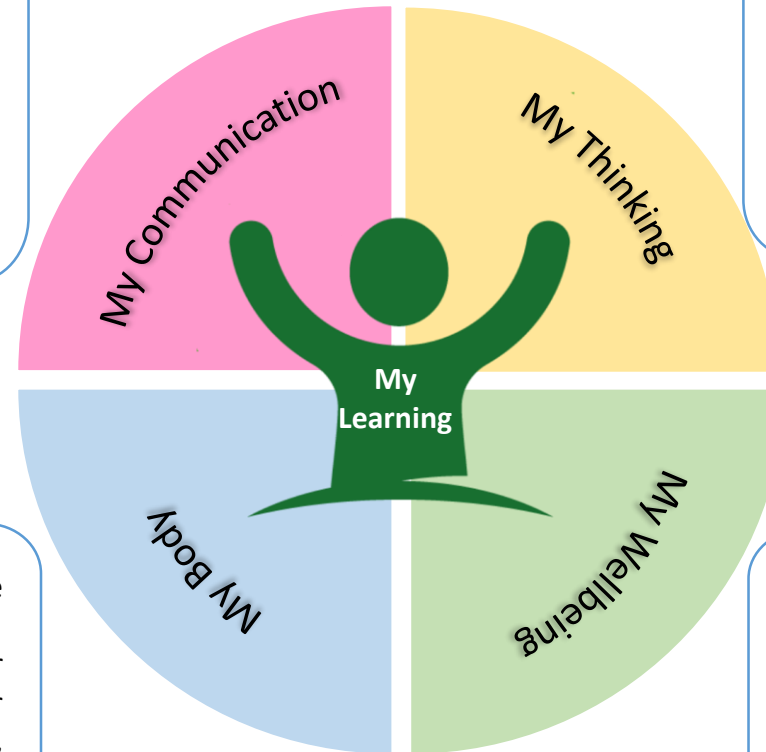
When specialist teaching approaches are employed and the correct individualised supports are in place to ensure learners are regulated, then they can be calm and ready to learn.



Explore

At Greenside, we recognise that learning to communicate is a lengthy, complex and holistic process that is central to the development of skills in all other curriculum areas. Total Communication is used as a core approach to communication for learners with SLD. Through our approach to teaching communication, learners will be recognised as intentional communicators. They will be taught methods of communicating in whatever form of communication is appropriate for them as learners e.g. gestures, eye movement, vocalisations, sensory cues, objects of reference, signs, symbols, AAC and words. They will be given multiple reasons to communicate throughout the school day. They will have responsive and engaging communicative partners to communicate with. They will be given sufficient time to develop their communication.

Learners following the Explore pathway will access some subject specific learning, such as English, Maths and Science, as well as being offered a thematic curriculum that is broad and creative. We ensure that learners are offered the opportunity to engage in motivating curriculum activities that allow for repetition and the consolidation of skills. We provide meaningful contexts for learning that use real-life materials and experiences, concrete resources and practical every day activities so that learners link experiences and make connections, and this provides opportunities for generalising and applying skills and knowledge across curriculum areas. Our curriculum recognises the importance of play and learner lead experiences.



On The Explore pathway, learners will be learning more and more about their body and how they can be healthy. All learners will have the opportunity to develop their water skills, through specialist swimming lessons, water confidence or hydrotherapy. Exercise and physical health, through weekly PE sessions that focus on gross motor skills, balance and basic sports.

The Explore Pathway curriculum provides opportunities to develop creativity through Music, Art, drama, dance, creative workshops provided by our own creative practitioners and visiting specialists. PSHE is taught throughout the curriculum and focuses on self awareness and self care, relationships and understanding emotions. We specifically teach learners how to self regulate through mutual regulation strategies, regular movement breaks and a therapeutic approach to all aspects of learner engagement.

Our Pathways:

Focus

Learners following the 'Focus' pathway typically have learning difficulties and may also have Autism.

They follow an adapted national curriculum accessing a range of subject specific learning with the primary focus being developing functional skills for life.

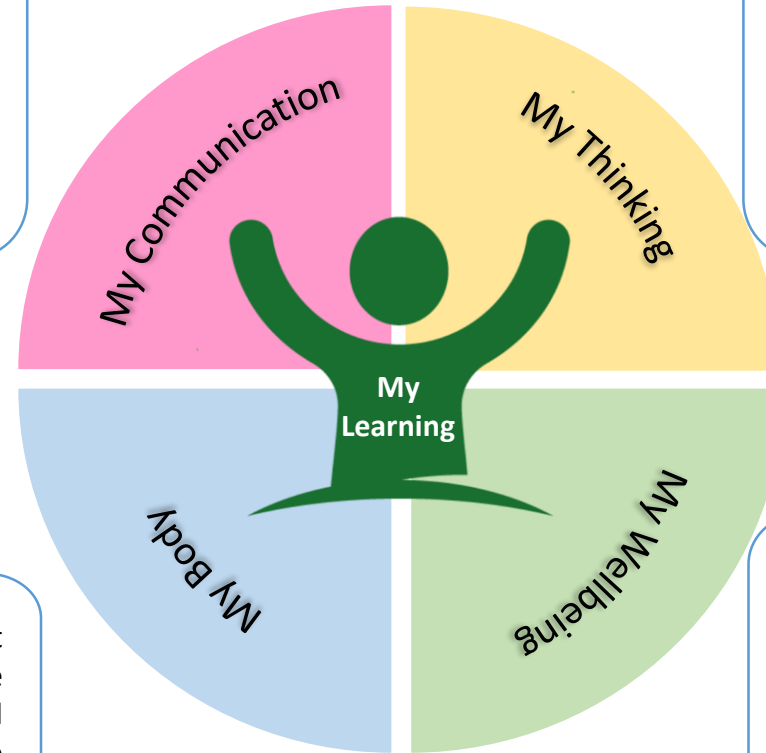
Extended learning opportunities are provided within the wider community, including peers at Barnwell Middle School.



Focus

Total Communication continues to be a core approach to communication for learners following the Focus pathway. Through our approach to teaching communication, learners will have access to Augmentative and Alternative Communication (AAC), symbols and core boards as necessary. They will have the opportunity to learn sign supported English, as well as being signed to by others around them. They will be encouraged to discuss and share views, negotiate with each other and develop ideas through reciprocal conversation.

Learners following the Focus pathway will access an adapted national curriculum with subject specific learning in English (including Phonics), Maths and Science. They will be offered a thematic curriculum that is broad and creative and that covers the humanities and Arts. Repetition and the consolidation of skills remains important, and the development of independence remains a key focus.



On the Focus pathway, learners will engage in learning that not only thinks about the human body, but how to use the abilities of their body to participate in more structured lessons such as PE and Swimming. They are given the opportunity to develop their physical abilities through community based learning such as swimming at the local swimming pool and working on the farm.

The Focus pathway offers opportunities for a more focused curriculum that fosters creativity and provides opportunity for deeper emotional development and thinking in lessons such as Art, drama and music. Our PSHE offer is designed to engage learners in more specific learning designed to enhance knowledge around Personal, Social, Health and Wellbeing. Identifying the emotional states of themselves and others and developing positive habits.

A Thematic Curriculum

Through the thematic approach the four key areas of 'My Curriculum' are taught together (rather than teaching discrete subjects). The thematic approach provides learners with a breadth of experience and opportunity.

Creative, engaging and ambitious themes are selected annually, with a different theme delivered each term (or half term as appropriate). Each theme reflects the interests and natural curiosities of the learners. Teaching and learning activities related to each theme are delivered in a flexible way allowing learner ownership whenever possible. Learners are given opportunities to grow in confidence, work collaboratively, demonstrate independence, be creative and take part in supported risk activities.

Class leads work collaboratively to plan the **context** of the curriculum in pathway planning groups by sharing ideas for creative learning experiences and activities linked to the chosen theme.

The **content** of the curriculum is planned using a range of underpinning skills banks and frameworks, relevant to the pathway to ensure breadth of coverage and progression, whilst allowing for high levels of personalisation related to the needs of each learner

This offers learners a holistic and continuous provision that enables learners to make meaningful connections with the world around them through real life experiences.

EYFS pathway Theme map

	Year 1 (23-24)	Year 2 (24-25)	Year 3 (25-26)
Autumn 1	Around the World	All About Me!	My Body
Autumn 2	Festivals and Celebrations	Seasons	Weather
Spring 1	Fairytales	People Who Help Us	Transport & Travel
Spring 2	In the Garden	It's Magic!	Stomp! Roar! Dinosaurs!
Summer 1	Superheroes	Animals	Food
Summer 2	Under the Sea/Seaside	Pirates Ahoy!	Out of this World!

Engage pathway Theme map

	Year 1 (23-24)	Year 2 (24-25)	Year 3 (25-26)
Autumn 1	All About Me!	Around the World	Superheroes
Autumn 2	Festivals and Celebrations	Seasons	It's Magic
Spring 1	Myths, Legends and Fairytales	Circus	Transport & Travel
Spring 2	In the Garden	Natural History	Weather
Summer 1	Food	Space	Animals
Summer 2	Pirates Ahoy!	Under the Sea/Seaside	Natural World

Explore pathway Theme map

	Year 1 (2023-24)	Year 2 (2024-25)	Year 3 (2025-26)
Autumn 1	Me, myself and I Staying healthy/My feelings and emotions	Myths and Legends Unicorns/dragons/mermaids/fairies	Imagine if... Fairy tales/superheroes
Autumn 2	Festivals and Celebrations Halloween/Diwali/Christmas	At the Movies	Chocolate Material changes
Spring 1	Growth and change Nature/seasons	Our Natural world Climate change/recycling	Natural History Volcanos/earthquakes/dinosaurs
Spring 2	Construction Building materials/Creating and demolishing structures	Earth and Space Planets/stars/light and dark	Stepping back in time
Summer 1	Magic and wonder Witches/wizards/potions and spells	Jobs and Occupations Celebrating diversity/community helpers	The circus
Summer 2	Waterworld Seaside/ocean	Summer festivals Carnival/music festivals	Journeys- Around the world Cultures and traditions

Focus pathway Theme map

	Year 1 (2023-24)	Year 2 (2024-25)	Year 3 (2025-26)
Autumn 1	Imagine if... Fairy tales/superheroes Witches/wizards/potions and spells	Wonderful me Staying healthy/My feelings and emotions/changes	Myths and Legends Unicorns/dragons/mermaids/fairies
Autumn 2	Space explorers Planets/stars/light and dark/mission to mars	Colourful celebrations Diwali/Christmas	Time detectives Famous people from the past
Spring 1	Weather experts Nature/seasons	Natural History Volcanos/earthquakes/dinosaurs	Environment and sustainability Climate change/recycling
Spring 2	The world and my town Cultures and traditions	Construction Building materials/Creating and demolishing structures	Mini beasts Insects/life cycles and habitats
Summer 1	Transport Vehicles with wheels	Up, up and away! Air travel	Jobs and Occupations Celebrating diversity/community helpers
Summer 2	Summer festivals Carnival/music festivals	Waterworld Seaside/ocean	Going on Safari

My Learning

“My Learning.” at Greenside school is personalised to meet the needs of each learner and address their individual strengths and aspirations.

This comprises four key aspects which help staff and parents focus on what is important **to** each learner and **for** each learner.

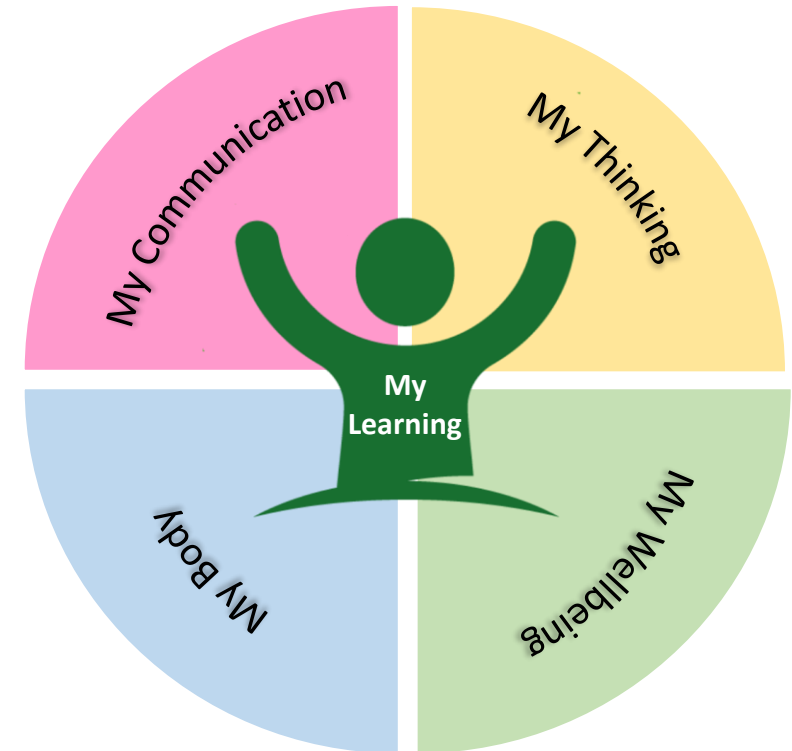
The four key aspects of ‘My Learning’ are:

My Body - Sensory and physical needs

My Communication - Communication and interaction

My Thinking – Cognition and learning

My Wellbeing – Social, emotional and mental health needs.



Engage

Learner Characteristics:

- Pre intentional/emerging intentional communication
- Emerging contextual and social awareness
- Learnt response to familiar routines
- Beginning to develop joint attention

The Thematic Curriculum

- Multi-sensory experiences with an emphasis of cause and effect
- Opportunities to express needs and desires
- Make connections to the world around them

Planning

- Continuous, holistic provision across sessions
- All aspects taught thematically
- 4 'Mys' woven through all learning opportunities.

Assessment

Progress measured against EHCP outcomes, Routes for learning, Engagement Model

Explore

Learner characteristics

- Intentional communication of needs and wants
- Greater contextual and social awareness
- Emerging problem-solving skills and independence in familiar routines
- Developing levels of comprehension

The Thematic/Core Curriculum

- Motivating and engaging activities that allow for repetition and the consolidation of skills.

Opportunities to communicate and problem solve.

Planning

- Maths and Literacy planned and taught discretely (whole class, small groups or 1-1)
- Other aspects taught thematically.

Assessment

Progress measured against EHCP outcomes and PIVATs P Levels or AET Framework.

Focus

Learner characteristics

Reciprocal communication (in chosen form of communication, ie. Spoken word, SSE, AAC)

- High levels of independence
- Socially aware and shows want to engage
- Developing understanding of abstract concepts
- Greater levels of comprehension and retention

The Thematic/Subject Specific Curriculum

- meaningful contexts for learning that use real-life materials and experiences, concrete resources and practical every day activities so that learners link experiences and make connections

• Planning

- All subjects taught discretely with the theme used as a context for learning.

- EHCP Outcomes woven through all learning opportunities.

Assessment

Progress measured against EHCP outcomes and PIVATs P levels or NC levels as appropriate.

Curriculum aspects across pathways

	Engage	Explore	Focus
My Communication	Sensory literacy Tactac Sensory storytelling Speech Therapy AAC, Sign supported English, Intensive Interaction	AAC Sign supported English Attention autism Sensory literacy Tactac Speech Therapy Intensive interaction	BSL and Sign supported English AAC English- reading, early writing/writing Drama Bamboozle drama approaches Speech Therapy
My Thinking	Curiosity, exploration, realisation, anticipation, persistence, initiation Computing- switch work and eye gaze.	English, Maths, Computing Exploring and Investigating Understanding the World/ Science	English, Maths, Computing, Science
My Wellbeing	Recognising themselves, communicating needs and wants, key adults, basic emotions, likes and dislikes Music Creative workshops Community learning Social inclusion sessions	Cooking Shopping Play Skills Art Music Creative workshops Community learning and travel training Sensory Assemblies	PSHE (SRE) Food Tech R.E. Community learning Art Music Assemblies Creative workshops
My Body	Physio programmes Occupational Therapy Massage Sherborne Movement Sensory Interaction Sensory exploration Swimming Rebound therapy Sensology	P.E. Massage Yoga Sensory Interaction Swimming Trampolining Horse riding Sherborne Movement Daily exercise routines Sensory circuits	P.E. Team games Yoga Dance Local competitions Exercise in the community.