



Personalised Learning Curriculum Policy

Policy Reviewed by:	Suzy Hollett (HR Manager)
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Policy Verified by:	Sara Llewellyn (School Leader-CEO)
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The curriculum supports the school's safeguarding responsibilities and reflects the principles of Keeping Children Safe in Education (KCSIE) 2026 and Working Together to Safeguard Children 2026.

To secure a personalised learning provision the Maple Haven School uses the information within the pupil's statutory EHCP. Through this consideration, conversations with carers and previous schools (if appropriate) The Maple Haven School identifies the appropriate personalised pathway for each pupil with a focus upon agreed outcomes.

Outcomes

Outcomes provide an overview of provision needed from the school and outside agencies. Outcomes will address any/all the following four areas.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental health
- Sensory and/or physical (may include therapy plans/targets)
- To ensure these outcomes are addressed 'Strategies toward my EHCP Outcomes' form is generated.

Topics

Topics are planned and delivered on a half-termly basis and set across the whole school and nursery, to enable greater collaboration and interaction at all stages of the teaching and learning process and strengthen cross-curricular links.

Special Educational Needs

We recognise that many of our pupils experience multiple/complex needs and are functioning at the very earliest levels of development regardless of their chronological age; many experiences additional physical difficulties and/or sensory impairments. Some may have medical or para-medical needs in addition to their learning difficulties.

As a result, many of our pupils will rely on some form of adult support to enable them to interact with their environment, objects, and people in a meaningful way.

At the Maple Haven School we have identified Personalised Learning Routes to access the curriculum: Pre-formal and Formal Learning, each will be underpinned by robust assessment systems which identify pupil progress over time regardless of route taken.

Pre-Formal Route (P level 1-8)

The provision at the LSN secures breadth and balance within curriculum experiences using the EYFS/National Curriculum as the main 'vehicle' for learning to enable teachers to design bespoke target setting within pre-requisite skills for their learners; these learners will access the curriculum via the pre-formal route.

Pupils who access our curriculum using this route will have an ambitious and deliverable curriculum (pre-formal curriculum) which can be broader than the EYFS/National Curriculum, one that is driven by individual pupil need and will inspire pupils to learn. Our pupils will, in many ways, be functioning at the very earliest levels of development regardless of their chronological age and will have additional physical difficulties and/or sensory impairments which must be taken into consideration; some may have medical or para-medical needs in addition to their learning difficulties. Pupils following our semi-formal curriculum learn best when learning is related to their own experience. Some may learn through structured play; others will learn more effectively through functional activities, and yet others will respond well to a topic-based approach. Pupils are likely to be functioning at P Levels 1 to 8. However, the teaching approach reflects the age and learning style of the pupils concerned.

Formal Route (P level 8+)

Pupils experiencing our formal curriculum (those operating at NC Level 1 and above) access the range of National Curriculum subjects for their Key Stage, modified in the light of their developmental level and special educational needs. Specialist areas are covered both within National Curriculum subjects and in discrete lessons (e.g. a pupil

may be withdrawn to work on visual perceptual skills or independent mobility). As the term 'formal' implies, there is a high level of structure. We nevertheless avoid making the formal curriculum too abstract; teachers ensure that learning is linked to practical activities and consolidated and applied in practical sessions.

Access and Target Setting

It is recognised that each pupil has differing learning needs (spikey profile); as stipulated, the examination of specific needs will inform access to their personalised learning route, plan, provision, and subsequent assessment. It is the role of the class teacher and SenCo (working collaboratively with members of multi-agency teams as appropriate) to determine the plan including the long-term planning/frequency of key skills which need to be addressed, some of these will be delivered as IEPs or addressed through therapy plans received.

Assessment

Details of assessment system can be found in the school's 'Planning, Assessment, Recording, Reporting and Celebrating standards Policy (PARRCs)'. Our assessment systems ensure that we draw on a range of evidence based on what our learners know, understand and 'WOW' across their curriculum as well as identifying the next steps for learning/progress. Assessment carried out will be used to plan appropriate teaching and learning strategies, including the identification of any gaps in learning to ensure that all pupils in our school make excellent progress and achieve well from their starting points.

IEPs

Our multiple needs pupils may benefit from additional IEP targets, up to 5, to assist in their progress over time. This will provide a means for the teacher to plan more bespoke educational targets which will be used to secure/further inform effective educational support. Through such means we will be able to demonstrate the continued progress over time for our learners. In summary, LSN consider the design and organisation of pre-formal provision and its consequent assessment schedules are

properly empathetic to the needs and rights of our pupils which are rooted in a culture of high expectation and inclusive teaching.

Pre-formal Curriculum Key Skills and rationale

Our pupils who experience multiple/complex needs must benefit from a curriculum that is broader than the National Curriculum, one driven by individual pupil need. This has been recognised by the Rochford Review (2016) for those learners not engaged in subject specific learning.

Our provision will address such need to secure breadth, balance, and relevance within curriculum experiences. The LSN will use many aspects of the National Curriculum/EYFS as the main 'vehicle' for learning to enable teachers to design bespoke target setting to address outcomes identified within EHCPs.

Areas identified through personalised learning will be identified through Personal Learning Plans supported by relevant assessment routes; these routes will facilitate the school in measuring/demonstrating pupil progress over time within pre-requisite skills.

Through the identification of appropriate route, the school ensures equality of access to some areas of the National Curriculum and subjects delivered with a relevance to key skills being taught.

To ensure an effectiveness of understanding the pre-formal route LSN has determined a rationale for each area to secure meaning and relevance to our teaching/learning and assessment. To secure further effectiveness within teaching delivery the school has identified the role of the adult (adult support) within each key skill area to provide a consistency in teaching/learning approaches.

Area	Rationale (pre-formal learning)	Adult Support
Communication and Interaction	<i>Early communication skills will be developed through sensitive and consistent interaction with others to enable our pupils to:</i> Develop skills which underpin communication such as shared attention, responding, turn taking, anticipating, showing preferences, and making choices, to refuse things, obtain things and engage in social interaction. Begin to express themselves in more conventional ways. Early communication will include non-speech vocalisations, facial expressions, eye gaze, gestures, whole body, or body part movement	Our pupils are encouraged to be intentional communicators which require people around them to be skilled and sensitive in interpreting behaviour so they can respond appropriately and consistently. Any attempts to communicate will be interpreted as behaviour which is meaningful communicative. Staff teams will become attuned to an individual's method of communication and relay this to others who help support the pupil.
Sensory Responses (Cognition and Learning)	<i>The development of sensory skills will assist the development of early cognition and sensory skills will be developed through sensitive and consistent interaction to enable our learners to:</i> Make connections and explore the world around them by establishing key concepts such as object permanence, contingency responding and contingency play/exploration. Explore and manipulate objects, developing actions which make things happen and change.	Adults will support pupils in developing skills to anticipate/understand the structures and routines of their day allowing them to become aware of their immediate environment, explore objects and their surroundings leading to trust in others and the wider community. Pupils will be introduced to new knowledge and an emphasis on acquisition of skills through participation in a broad range of situations.

Social and Emotional (Relationships)	Perceive themselves as part of a world in which they belong and also have a position in it. Scaffold (building blocks) for future learning/skills based on exploring, awareness, sequence and pattern and problem solving. <i>Early social and emotional and skills will be developed through sensitive and consistent interaction to enable our pupils to:</i> Develop their skills to help build positive and productive relationships. Develop emotional responses to enable a means to share their emotions in meaningful and effective way. Develop the skills which enables them to effectively interact/participate with the world around them and to establish positive relationships with others. Develop a means to be proactive in exploring the world around them which includes the people they will encounter.	When developing the pupil's cognitive skills adults will ensure they have a wide range of opportunities to improve their sensory skills enhancing their further understanding and experience of the world. Adults will behave /respond in consistent and predictable ways, especially when responding to pupils' presented communication/behaviour. Adults will be attuned to our pupils social interaction and other abilities in recognising their strengths and preferences through careful observation adults will develop individual interactive routines which secure a sense of anticipation/response from the pupil. Pupils' moods and emotions are acknowledged and responded to by staff; in such ways adults will be able to monitor pupils' emotional stability and wellbeing. Adults will encourage pupils' awareness of their peers is consistently encouraged and are placed where they can see/hear/sense peers (when appropriate).
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Physical (may include Therapy plans)	<i>The development of fine motor skills is about physical development only (in relation to arms and hands) and not about how and when to use these movements, although the pupils' developing cognition and communication will enable them to use their movements intentionally to achieve specific ends. Physical and motor development will be addressed through structured therapy plan/programmes to enable our learners to:</i> Develop self/body awareness, physical control, fine and gross motor skills and mobility by encountering physical challenges. Move their bodies voluntarily and with control in order to become more physically independent. Improve their functional skills and mobility. Develop ways of handling objects and exploring the world around them using fine motor skills.	Physical development is a fundamental part of our curriculum with the emphasis within Physical development is on the physical movement not the understanding. Through multi-agency collaboration we will design/implement therapy programmes which will be followed to provide a structure to address physical and motor development. All pupils will be given maximum opportunities to achieve the highest level of personal mobility and independence.
Behaviour	<i>We recognise that behaviour in its earliest form may be pre/ unintentional which can be largely state-driven and highly repetitive. Pupils will need the security of familiar keyworkers, routines and environments; when such security is established, changes can be introduced slowly to enable them to anticipate / predict what is going to happen. Through</i>	Our learners are encouraged to be intentional communicators which require people around them to be skilled and sensitive in interpreting behaviour so they can respond appropriately and consistently.

	<i>this consistent interaction we will enable our learners to:</i> Express emotions in response to events. Responds to trusted adult/inanimate object by stilling/calming, show consistent preferences / discriminate between stimuli presented. Responds to environmental changes in a consistent way. Anticipates changes that will occur. Participate in social situations in a consistent manner. Tolerate change in well-rehearsed routines.	Any attempts to communicate will be interpreted as behaviour which is meaningful communicative. Adults will use consistent, well cued routines to help support the development of anticipation, communication, and control by the pupil. To encourage a sense of security and stability, adults will provide consistency in approach in terms of environment, response, and resources. Adults will always interpret pupils' behaviour as communicative; this especially applies to behaviour which can present as challenging.
Personal Care and Independence	<i>We recognise independence is not the ability to conform but rather the ability to take control over the experiences that go on around our learners. The basic activities of personal care are also the ones that are likely to have the greatest impact on pupil's families in terms of time and location. The more independent a pupil can become the more life possibilities/ opportunities will be available for them and their families.</i> <i>Early personal care and the</i>	This is a vital area for our pupils where they are likely to have limitations on their ability to be functionally independent in many areas. Our learners are likely to be involved in activities that take a substantial amount of time, are about the most personal areas of self-care and are usually associated with the needs of children of an early age. Our curriculum must make time for these activities to take place and adults must accept such activities will take time to complete.

	<i>development of independence skills will be developed through sensitive and consistent interaction to enable our learners to:</i> Show/develop a sense of anticipation. Further develop autonomy and independence within self- care/personal hygiene procedures. Develop preferences when following sequences within familiar routines. Move from a tolerance of an activity/personal care procedure to engagement and active participation. Develop/further develop an ability to communicate about such activities, to accept/decline them, to request help or terminate their engagement within them. Develop/further develop selfcare/help routines within eating/drinking, toileting and dressing.	Adults will therefore, design such activities to ensure that pupils can develop the maximum amount of independence/personal autonomy in these areas as possible.
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Class Practice:

As the school is so small, the Maple Haven School has produced a school timetable which depicts pupils' access to the National Curriculum (equality of opportunity). Pupils who are accessing their curriculum through the pre-formal route personal timetables will additionally identify the teaching/learning focus of each session leading to further development of pupil's key skills. This practice leads to informed teaching, learning and assessment.

Formal Curriculum Key Skills and rationale

Our pupils who access the Formal curriculum route (as identified within their Personal Learning Plan) will study National Curriculum subject areas; this supports the outcomes of the Rochford Review (2016) and the identification of pupils who will engage in subject specific learning. The Maple Haven School has examined the purpose of the National Curriculum and has determined through a rationale for each subject area how these will provide our pupils with a broad, balanced, relevant and meaningful curriculum, one in which they will be able to acquire skills, knowledge and understanding of the subjects they study when they are cognitively ready. This has been achieved through the identification of pre-requisite key skills for each National Curriculum subject area which have been fully differentiated via Key Learning Indicators (see p 9)

It is additionally acknowledged that many pupils accessing the Formal curriculum route will continue to require a provision which supports their fluctuating well-being needs e.g. sensory passports which will be reflected within their Personal Learning Plan (PLP). PLPs and supporting assessment will inform their timetable/structure of the school day. Teachers will use these plans to ensure pupils continue to access such sessions across the school day which support pupil well-being/continuation of therapy plans as well as access to the National Curriculum.

Full details of our Key Stage 1 and 2 Curriculum can be found in 'Long Term Planning - Key Stages 1 and 2'.

(Available on request)

NC Subject Area	Key Skills (Prerequisite)
English	Reading -word reading, apply knowledge, comprehension understanding comprehension, responding. Writing- composition, vocabulary, grammar and punctuation, handwriting, spelling spoken. Language-Speaking, listening, and responding, group discussion & interaction and drama
Maths	Key Stage 1 and 2 Whole numbers, counting and place value, concrete objects and measuring tools Recognise, describe and draw compare and sort different shapes Measures to describe and compare different quantities such as length, mass, capacity/volume, time and money Number bonds, understanding place value Read/spell mathematical vocabulary
Science	Observing, comparing, classifying, prediction, estimating, measuring, communicating, concluding
History	Historical enquiry, organisation and communication, historical interpretation, knowledge and understanding of events. People and changes of the past
Geography	Knowledge and understanding of place, knowledge and understanding of patterns and processes enquiry/skills knowledge and understanding of environment change and sustainable development
Foreign language	Communication in context, learn language, spoken language/listening and responding Reading and responding, Writing
Music	Performing, listening & applying knowledge and understanding, Composing, Applying
PE	Acquire and develop, Extend, Improve, and evaluate Knowledge and Understanding
PE/Dance & Movement	Initiate/refine response, Acquire and develop, Extend, Improve, and evaluate
E-Safety	Finding things out, exchanging, and sharing information, reviewing modifying and evaluating work in progress, developing ideas and making things happen Functional skills - Use ICT systems Follow recommended safe practice Find and select information Develop, present, and communicate information, submit information for a purpose, use ICT based communications
Relationships and sex education	School based (outside of formal science) Relationships , Feelings, Body parts and personal care, Citizenship, maintaining a healthy lifestyle and looking after physical wellbeing, Gender, and difference.
SMSC	Spiritual Development Awe and wonder, Values and beliefs of others, Human feelings and emotions, imagination, and creativity Moral Development Moral values/ethical issues, Right and wrong and applying it, Consequences of actions. Social Development Personal qualities and using social skills, Cooperating /resolving conflict, Function of communities and societies. Cultural Development Understanding and respecting diversity, responding to cultural activities, Understanding, and appreciating personal influences

Promoting British Values	To be kind and thoughtful to others. To look after the school and everything in it. To always try our best. To keep ourselves and each other safe. To always show people how good our school is. To learn how to cope when things go wrong. To be happy and healthy.
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Pupil Progress Files

Each pupil at the Maple Haven School has a progress file to collate outcomes of all assessments used to support personalised learning; these will continue to be developed as our revised assessment systems take shape. The organisation of these files will enable teachers to use an effective means to demonstrate pupil progress regardless of route undertaken. They will also be used to provide a consistency across the school securing an understanding of what progress looks like at the Maple Haven School. All pupil's progress files will detail:

1. My Learning Journey
2. Strategies toward my EHCP Outcome Form
3. Individual Pupil Progress
4. Phased Baseline
5. My Personal Learning Route
6. EHCP outcomes
7. School Report

Reports to Parents

Through the Annual Review process the Maple Haven School will discuss the rationale for Personalised Learning and what the school aims to achieve; discussion will focus upon route/rationale and provision. Using structured conversations (via parent progress meetings), the school aims that such plans/ provision /outcomes within Education, Health and Care Plans will be secured.

Formal written reports are made to parents at the end of each academic year; the report format will identify outcomes/impact of Personal Learning Plans; progress meetings throughout the year will focus on progress within such plans and determination of future targets found within them e.g. IEPs.