



## Question 1 Transcript

When learners start with us they will usually have an EHCP – Educational Health Care Plan or be in the process of obtaining one. The EHCP tells us and other professionals some of the important information we need to know about the young person in order to meet their needs. We use this information to put together a personalised curriculum for each learner. The outcomes written in the EHCP usually focus on a range of key areas depending on each learner's needs. These usually are: communication, cognition, PSHED and physical. The outcomes are usually reviewed at the end of every key stage but can be changed if families and school feel that there have been significant changes to learning priorities. Through reflective and thoughtful discussions with families and other professionals we agree what is most important in order to bring about the biggest positive difference for the young person at the time. This is called our big picture. We use the outcomes and information from the big picture to set yearly targets at an annual review meeting with parents and carers. When writing annual review targets, teachers always keep in mind the wider impact the teaching and learning will have beyond the school environment. Once targets have been finalised and agreed with families, teachers use them to write short term targets. These short term targets help to inform planning and provision for the young person. It is important to remember that none of this is set in stone and the paperwork is regularly reviewed through ongoing learning conversations with families and reflecting on the big picture for each individual learner throughout the year.

## Question 2 Transcript

At Glenwood, we speak about a young person's journey through their time with us and beyond and we aim to show you more about what that means and what that looks like for our learners.

Our school is divided into 5 corridors where learners are roughly grouped into classes by age along with considering their individual needs, personalities and what works best for them. Within each corridor, there are different areas of key focus. The learners' curriculums will change as they move within and across corridors as we learn from them and re-evaluate their priorities in order to offer a flexible and agile curriculum.

Red corridor is where many young people start their journey at Glenwood and teaches learners at early years to key stage one age. Red corridor's biggest focus area is that initial stage of getting to know each individual and building relationships with them and their families. We want to get to know our young people and build their confidence and trust in adults supporting them. We want to learn alongside families where they are showing us areas of strength and curiosity. Watching and listening carefully learners begin to show us the right way forward for them.

Yellow corridor is the next corridor along and generally learners in this corridor will be around key stage 1 – 2 age. Yellow corridor is a corridor where as we get to know young people, we

can become braver in offering a wide range of experiences, opportunities and stimuli as possible. We take the time to observe closely how learners respond to what we offer and we learn from this what styles and presentation of learning works best for each individual and what content should be prioritised within their curriculum. We are also fortunate within Yellow corridor to have a specialist PMLD class, this setting is a mainly primary aged class for those young people who require a more specialised and specific space and curriculum to meet their educational, health and physical needs. Learners may spend part of their journey in this class before transferring to another class within the school or it may be that this is the correct class for them to spend multiple years within, with lots of opportunities planned to learn alongside peers throughout the corridor.

Blue corridor is our final corridor based downstairs and has classes of learners within key stage 2-3 age. Within this corridor, we take the time to consider what we have learnt within their journey at Glenwood so far and what this has taught us. We review what has worked well and what has been more challenging and reflect on why that might be and what we can learn from that moving forwards to offer a bold and exciting curriculum. It is a time to re-evaluate what priorities may be and whether these need to be re-considered at this phase. Often in Blue corridor, our young people are getting more of a sense of themselves and their autonomy is increasing which is likely to influence what we view as a priority at that time and moving forwards.

As we journey upstairs, we come to Purple corridor where mainly learners are Key stage 3-4 age. This stage is often an opportunity for us to take stock, to consider what has been learnt so far, what our aspirations are for the future of each learner and what we need to offer and teach them to meet those aspirations. Through Blue, and particularly Purple corridor, our learners are often going through a time of change within themselves and we have to keep focus on what is important and what has changed in terms of priorities at that time. Purple corridor has a greater focus on application and functionality of learning, looking in more focus about what our young people need to learn and experience in order to lead their most fulfilled adult life. We want to build their confidence in themselves to achieve.

Our final stage of the Glenwood journey is Green corridor, where most learners are in post-16 age bracket. We also have our secondary to FE age specialist PMLD class in Green corridor where many learners will have transferred up from the similar class based in Yellow corridor. The most important focus of Green corridor is looking to the future and putting in place careful thought and planning into that transition to life after Glenwood. We ask ourselves and our families what the absolute musts are, in terms of skills and learning that we want each individual to leave with and we work together and with other agencies to ensure the best possible post Glenwood provision. We strive for our young people to leave us with a real sense of their own worth and a way of confidently sharing this widely. We work closely with families to prepare their young people for a purposeful, enjoyable and valuable journey post Glenwood.

### Question 3 Transcript

This section will show you an Art lesson at Glenwood. Through Art, we want to support our young people to be expressive, enjoy creating, develop any strengths and talents they show, and appreciating art in a way of sharing with friends, family and wider society. Alongside these aspirations, we will be targeting a range of other individual priorities through the medium of Art.

In one lesson, it may appear that all learners are completing a similar activity, but yet the goal for each individual can vary greatly as they will all be working on targets that are personal to them and their big picture.

For example, within one Art lesson...

One learner is working on improving their pincer grip to pick up small items as a fine motor target.

Another learner is applying their understanding of number to work out how many more paintbrushes they need to give out so that each peer has one to use.

This learner is using their proloquo to request which colour paint they would like to use; a suggested target devised by the class teacher and Speech and Language therapist.

Here, a learner is applying their reading skills to follow a symbolised left to right work system to collect an apron and complete the art task with greater independence.

This learner's priority is using their walking frame to travel to the Art room, focusing on their physical target to walk a longer distance to transition to different locations across the school.

Meanwhile, this learner is currently in class, completing their sensory diet as recommended by the O.T, so that they are regulated and ready to attend to the adult directed task when they arrive in the Art room.

And this learner is not attending the class Art lesson this week, because after talking with families, it has been decided that a priority area for them is to develop their social and communicative skills with different groups of peers. Therefore, instead, he is joining a selected group of peers to work collaboratively on a DT project.

At Glenwood, we recognise that every moment of the day is a learning opportunity. Individualised communication, cognition, PSHE and physical targets are all worked on continually across a number of planned experiences in the school day. This includes play times and dinner times, which are carefully planned for, as often our learner's biggest achievements are seen when their skills can be applied in these regular day to day contexts!

#### Question 4 Transcript

Our Curriculum incorporates the four curriculum worlds.

The Expressive World

The Environmental World

The Physical World

And The World Beyond

Some examples of these bespoke activities are: For the Expressive World – Mushroom Theatre, 1:1 Music tuition, Music Therapy, Music Man Project, Discovery Art and Interactive Stories.

For the Environmental World – Horticulture, Learning in the community, Forest Schools and Animal Therapy.

For the Physical World – Relaxation sessions, Physical clubs with School Sports Partnership such as dance or team games, Rebound Therapy, Sensory Integration, Learning in the community – such as horse-riding or gymnastics.

For the World Beyond – Individual stays at The Glen residential, day sessions at The Glen, work experience and the school newspaper.

### Question 5 Transcript

The curriculum world's work together to support teachers and HLTA's to creatively plan for each young person as well as providing enrichment opportunities where appropriate. Alongside this, the worlds work together to seek out and to draw upon teachers' skills and strengths as a means of supporting good practise as it is this that has the very best impact on our learners. The curriculum worlds are connected by each learner's communication, cognition, PSHED and physical outcomes. The curriculum world leaders, work in partnership with staff, other professionals and families to ensure that as a learners' priorities and needs change, so will their personalised curriculum.

### Question 6 Transcript

Here at Glenwood, every young person has their own personalised curriculum which is pertinent to them. Each curriculum is bespoke to an individual because it encompasses their Big Picture; including their specific learning needs alongside subject based lessons. Staff and families meet annually to think deeply and plan yearly targets. Learning conversation meetings are held each term to discuss and share evidence of progress, as well as to discuss next steps and possible changes to the learner's key priorities.

### Question 7 Transcript

Here at Glenwood, we identify the need to be flexible in our thinking and in offering relevant enrichment opportunities at the right time in a learner's curriculum journey. We also recognise the importance of adapting a learner's curriculum journey as their priorities and needs change. The Glenwood curriculum strives to bring together the worlds to deliver the difference, working together in an adaptable way to open doors for our young people.