

Glenwood Curriculum Overview

We create a personalised curriculum, with communication at the core. In planning for each learner we start from where the learner is (if we look/listen carefully enough they will show us). Each individual's curriculum must come out of what we know about them and 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 begin the journey of equipping them with skills that will lead to a future where they can be happy, communicate as well as they can and be as independent as possible.

At Glenwood we recognise that children and young people with learning difficulties have unique abilities and ways of learning. Our learner-centred curriculum aims to provide a framework that will enable young people to develop the skills or behaviours they require to learn effectively and enable them to enjoy the best possible quality of life. Our curriculum strives to be responsive to each learner and build on individual strengths and interests. A personalised thematic programme is in place, which supports a balanced range of stimulating contexts for learning through different learning experiences, themes and settings.

We recognise the need to provide a broad and balanced curriculum, which is prioritised, pertinent and wholly appropriate to the needs of the young person. This means that a broad and balanced curriculum means different things for different learners. Time in full-time education is limited and precious, and we are duty bound not to waste it. There is no single curriculum that suits all our learners and no 'set' of subject areas. Every next step must be part of a functional and meaningful path for that young person, not part of a pre-programmed or linear route.

Given our belief that the curriculum should be a direct response to each learner's needs and organised in a way that is most pertinent for each individual, it seems only right for the curriculum to have the individual at the centre of everything we do. Through careful observation, assessment and building positive relationships the learners can show us the right learning journey for them.

Our curriculum at Glenwood is both skill and context (process) based and encourages active engagement in learning. The curriculum focuses on developing the key skills of communication, cognition, physical development and PSHED (Personal, social, emotional and health education) all transferrable skills that equip children and young people for life beyond the school. Learners functioning at higher levels of understanding will be introduced to other areas of learning developing their knowledge and understanding across a broader range appropriate to their ability and age. Different subjects or areas of learning offer a range of contexts through which key skills and understanding can be taught and, for those to whom it is appropriate, knowledge and understanding linked to specific areas can be developed.

The annual cycle of topics ensures a termly variety of contexts through which key skills are taught and learnt. Careful planning within the themes can offer challenge and motivation to learners at all levels and ensure a broad and varied coverage is offered. As can be seen from the topic overview each can be adapted according to interest, age, level of understanding and need. T

The Glenwood curriculum recognises that children and young people with both severe and profound learning difficulties face particular challenges with learning which demands particular solutions. At Glenwood we regard all our learners as capable of making great progress over their school lives and have very high expectations for all. We provide opportunities which are meaningful, accessible, motivating, contextualised and appropriately challenging to maximise progress for each child and take the learning opportunities across every aspect of the learner's day.