



CURRICULUM

**GROW STRONG ROOTS
REACH HIGH BRANCHES
FLOURISH**



CURRICULUM INTENT

Oak View School provides a bespoke educational environment for a diverse cohort of learners aged 3 to 19. While our community supports pupils with a wide range of diagnoses—including Autism Spectrum Disorder (ASD), Down's Syndrome, and complex physical disabilities—it is the Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) that represent the prevailing needs of our individuals and define our specialist approach.

We believe our pupils deserve a curriculum that transcends traditional academic boundaries. Our "Whole-Child" approach prioritises the sensory, social-emotional, and physical milestones that serve as the essential precursors to cognitive development. By addressing fundamental skills—such as emotional regulation, joint attention, and functional communication—we build the necessary foundation for advanced learning and future independence.

INTENDED OUTCOMES

All pupils develop functional communication

1

Every pupil will be supported to develop a robust, reliable, and functional communication system that enables them to express their needs, share their thoughts, and exert agency over their own lives in all environments.

All pupils develop independence in all areas of life

2

We aim to equip our pupils with the essential life skills and practical autonomy required to navigate their daily routines, perform self-care tasks, and participate as actively as possible within their local communities.

All pupils self regulate - ready to learn and sustain that state.

3

Pupils will develop the emotional literacy and sensory strategies necessary to recognise their internal states, utilise self-soothing or co-regulation techniques, and maintain the physiological 'ready to learn' state required for meaningful engagement.

A CURRICULUM WITH VALUES

At Oak View School, our curriculum is the living expression of our vision and values. We believe that for our learners to truly thrive, their education must be as unique as their individual profiles. By intertwining our Intended Outcomes—Communication, Independence, and Self-Regulation—with our guiding principles, we ensure every pupil is empowered to flourish.

Through the strength of our **Roots** and the ambition of our **Branches**, we ensure that every child at Oak View has the opportunity to **Flourish**.



GROWTH

We move beyond the classroom to equip pupils with the ability to navigate daily routines and develop independence, fostering a sense of personal achievement and evolving capability.



RESILIENCE

Developing emotional literacy allows our pupils to navigate a world that can often be sensory-overwhelming. By teaching self-soothing techniques and adaptive strategies, we build the internal strength pupils need to face challenges with confidence.



INCLUSION

Every pupil is entitled to a robust communication system. We adapt environments and tools to ensure every voice is heard and every pupil can participate actively in their community.



NURTURE

We recognise that learning only happens when a pupil feels secure. Our curriculum prioritises co-regulation and sensory strategies, ensuring that staff provide the empathetic, attuned support needed to maintain a "ready to learn" state.

OUR PEDAGOGICAL APPROACH & RESEARCH EVIDENCE

We do not view education as a passive transmission of knowledge, but as an active, relational, and highly specialised practice rooted in established neurodevelopmental and educational research.

OUR CURRICULUM FOCUS

AWE & CURIOSITY

We believe that for a child to eventually learn, they must first be allowed to wonder. Our curriculum focuses on awe and curiosity to transition pupils from passive to active participants.

INTEGRATED REGULATION

Our pillars – Communication, Independence, and Self regulation recognise that learning cannot occur unless a child is emotionally and sensorily regulated.

CO-REGULATION TO SELF REGULATION

Our staff provide empathetic, attuned support, using sensory strategies to help pupils maintain a physiological 'ready to learn' state.

SUPPORTING RESEARCH & EVIDENCE

THE ENGAGEMENT MODEL

Barry Carpenters research asserts that engagement is the single most powerful predictor of cognitive development for pupils with severe or profound learning difficulties (Carpenter et al., 2015)

THE SCERTS MODEL

Clinical research demonstrates that a child cannot communicate or achieve autonomy unless they are regulated. (Prizant et al., 2006)

SHANKER'S SELF-REG FRAMEWORK

Neurodevelopmental research shows that children with complex profiles rely on the nervous system of an attuned adult to co-regulate before they can self-regulate.

THE PROCESS

It always starts with the pupil...

EHCP

The EHCP is the foundation, capturing the individual's diagnosis, current learning levels, and specific needs.

1

TRANSITION

Our transition process includes visits, transition books, and staggered starts. We focus on what each pupil loves to ensure they feel secure from day one.

2

ASSESS/TARGET SET

MHN is formed. Pupils are then baselined with Connecting Steps and Targets are formed from Section E of the EHCP

3

LEARNING PATHWAY

Pathways are crafted by translating targets into practical, engaging activities.

4

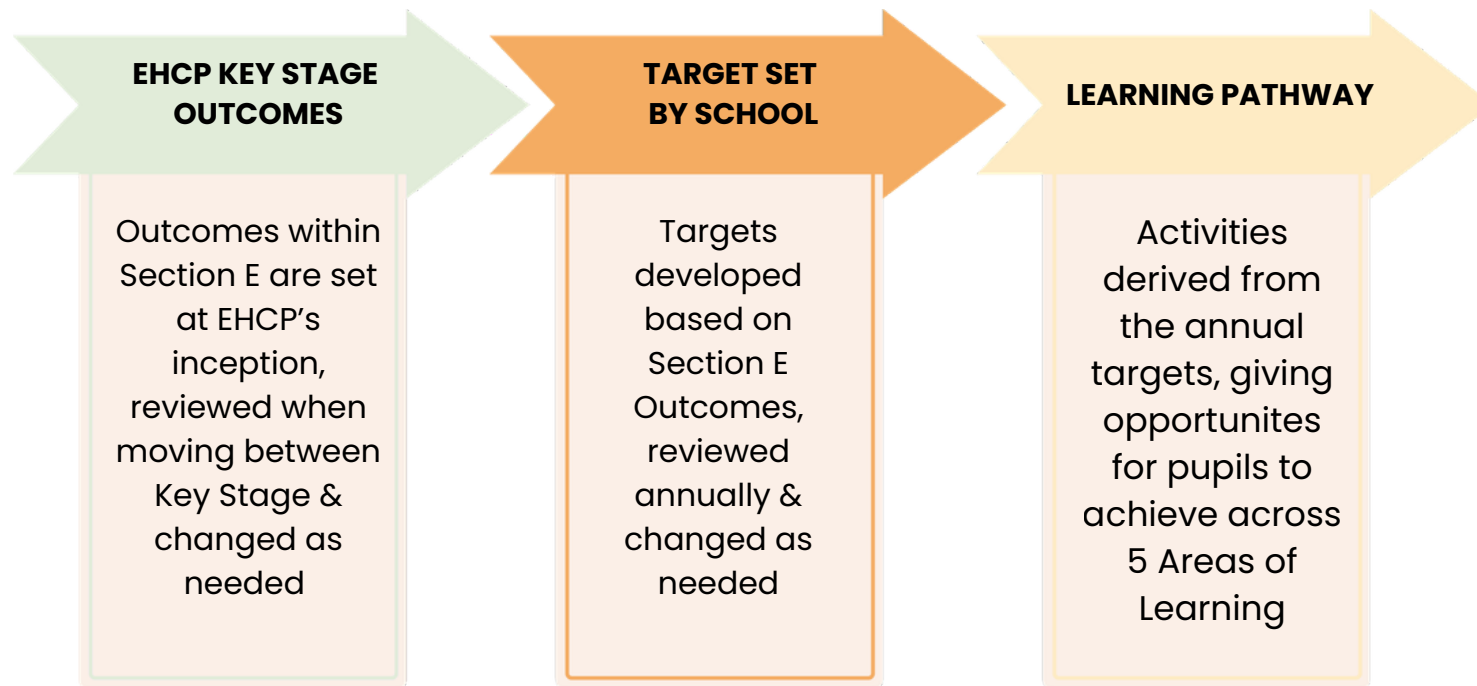
REVIEW

Assessment ensures that pathways remain effective. We measure progress against baselines, celebrate achievements and address emerging needs

5

LEARNING PATHWAYS

The Learning Pathway is at the heart of the curriculum. Each pupil will have their own pathway, written by their teacher, turning the pupils needs into every day learning activities and uses the pupils motivations as a starting point.



Pathways are not static and should be unique to the individual. Pathways should be reviewed as students progress, develop new strengths, or require different levels of support.

ASSESSMENT

Our assessment cycle is divided into
3 strategic lenses;

THE DATA	THE JOURNEY	THE DIALOGUE
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THE DATA

We believe that effective learning begins with an accurate understanding of a pupil's current abilities. To achieve this, we utilise

B Squared to establish a comprehensive baseline for every learner across 3 frameworks; Early Steps, Progression Steps and Engagement Steps. These robust framework allows us to pinpoint specific strengths and gaps in knowledge, which directly informs our instructional starting points. By using this data-driven approach, we ensure that every pupil's "next steps" are precisely calibrated to provide the appropriate level of challenge and support.

THE JOURNEY

Recognising that progress is not always linear, we use qualitative case studies to capture the holistic narrative of a pupil's development. While data provides the "what," our case studies provide the "how" and "why," documenting the unique journey of learning. This approach allows us to celebrate individual milestones and provide a vivid, longitudinal record of a pupil's growth and engagement over time.

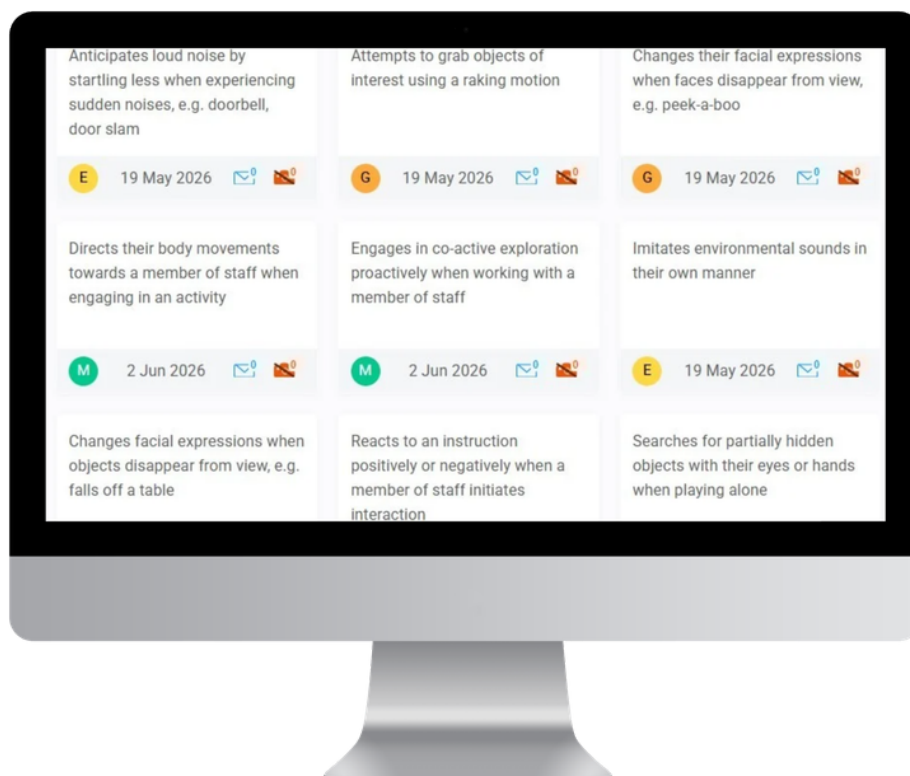
THE DIALOGUE

To maintain a rigorous focus on pupil outcomes, we conduct formal learning conversations twice per academic year. These collaborative meetings between teachers and leadership serve as a checkpoint to monitor progress and scrutinise the impact of our curriculum. During these sessions, we engage in discussions regarding each pupil's evolving needs, ensuring that interventions are timely and that our teaching strategies are dynamically adjusted to facilitate continuous improvement.

WHY BSQUARED?

We use B Squared 'Connecting Steps' to provide a granular measurement of pupil progress. This system directly informs our baseline assessments and target setting, giving us a solid understanding of where each individual pupil is on their learning journey. To ensure every learner is tracked accurately, we utilise three distinct B Squared frameworks tailored to specific developmental stages:

- **Early Steps:** Implemented for our EYFS cohort to monitor early years foundation development.
- **Engagement Steps:** Designed for our pupils with more complex needs and Profound and Multiple Learning Difficulties (PMLD). Their progress is often more graduated, with success seen more in their lateral progress and deeper engagement, which is no less celebrated.
- **Progression Steps:** : Designed for our pupils with Severe Learning Difficulties (SLD). Progression here is defined by a pupil's growing ability to process instructions, express independent thought, and actively participate in their community and daily routines.



EXPLORATION, AWE, CURIOSITY

For our learners at a pre-learning stage, the world is not yet a series of facts to be memorised, but a landscape of sensory experiences to be discovered. Our curriculum is intentionally designed to move beyond traditional academic structures, focusing instead on the fundamental drivers of engagement: awe and wonder. By creating engaging moments, we capture the fleeting attention of our pupils. This initial spark is the gateway to learning; it provides the hook necessary to transition a child from a passive state to an active, engaged participant in their environment.

Once we have captured a pupil's attention, our focus shifts to nurturing curiosity. We allow pupils the time and space to develop their own preferences and internal motivations, building the cognitive stamina required for more complex future learning.



Our Core Philosophy: We believe that for a child to eventually learn, they must first be allowed to wonder and explore.

Engagement culminates in active exploration, the process by which our pupils begin to manipulate and understand the world around them. Exploration is safe, tactile, and repetitive. Through constant access to varied textures, sounds, and visual stimuli, pupils move from accidental discovery to intentional action.

A COLLABORATIVE PROCESS

Our targets are driven by a synergy between the EHCP, B Squared data and the clinical recommendations of our multidisciplinary team. By integrating insights from a range of professionals, we transform assessment milestones into holistic goals. This ensures every pupil's target is clinically informed and perfectly tailored to their communication, physical, and sensory needs.

Occupational Therapist

Refining fine motor skills and the practical autonomy needed for self-care tasks.

Speech & Language Therapist

Defining the functional communication systems (AAC, PECS, etc.) required for agency.

Sensory Based Occupational Therapist

Developing the bespoke sensory strategies required to maintain a "ready to learn" state.

Physiotherapist

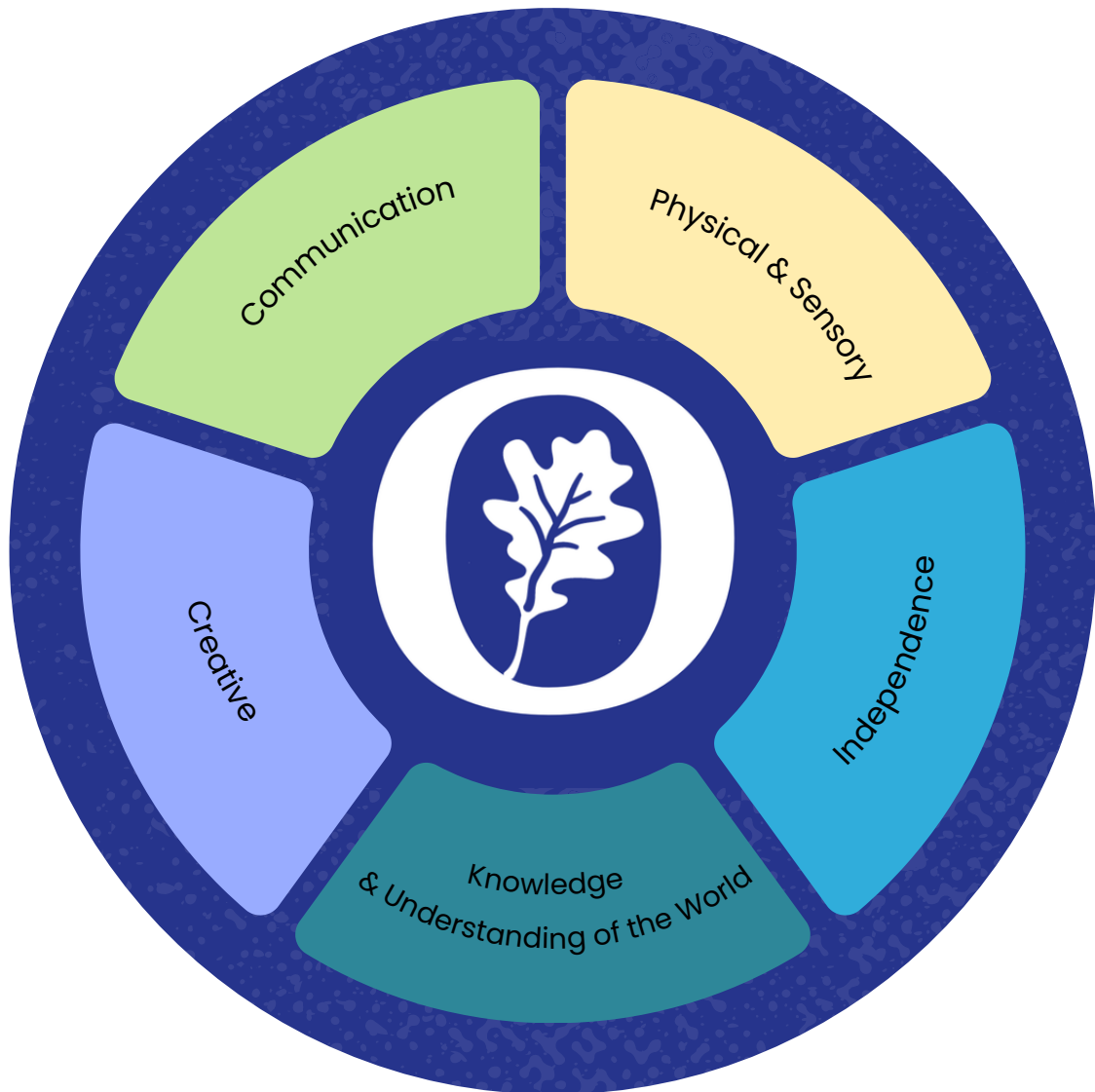
Setting postural and mobility goals that facilitate physical access to learning.



Music Therapist

Enhancing emotional literacy, turn-taking, and pre-verbal communication through creative engagement.

OUR 5 AREAS OF LEARNING



We have 5 areas of learning; **Communication, Physical & Sensory, Creative, Independence and Knowledge & Understanding of the World.**

Together, these areas ensure every pupil receives a broad, well-rounded education tailored to their individual needs.



1

COMMUNICATION

Communication is the cornerstone of our pupils' holistic development. Rather than being treated as an isolated subject, communication is woven into every curricular area and daily transition.

Our approach is built on the belief that communication is most effectively acquired when it is functional and contextual. We prioritise the following strategies:

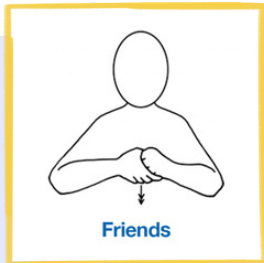
- **Extending Spontaneity:** We actively encourage and expand upon spontaneous interactions, ensuring that every pupil's attempt to connect is recognised and built upon.
- **Immersive Language Modeling:** Staff provide continuous commentary on activities, "weaving" language learning naturally through play and exploration.
- **Prioritising Real-Life Contexts:** We advocate for "learning by doing." For example, we believe that the sensory experience of communicating while making toast offers far greater developmental value than observing the process on a whiteboard.
- **Total Communication Environment:** We utilise a multi-modal approach—incorporating signs, symbols, and body language alongside speech. This ensures that every pupil has a functional "voice" and the tools necessary to influence their environment and express their needs.

We utilise a variety of evidence-based activities and strategies to support our learners, including:

COMMUNICATION STRATEGIES

PLAY

Play is the foundation of social and cognitive growth, providing a low-pressure space for pupils to experiment with interaction. By following the child's lead, we use play to build the essential turn-taking and symbolic skills needed for meaningful communication.



MAKATON

Makaton uses signs alongside spoken words to provide a functional visual scaffold for Communication. By pairing gestures with speech, it reduces the frustration of language barriers and enhances understanding, ensuring pupils who struggle with vocal expression can make their voices heard.

INTENSIVE INTERACTION

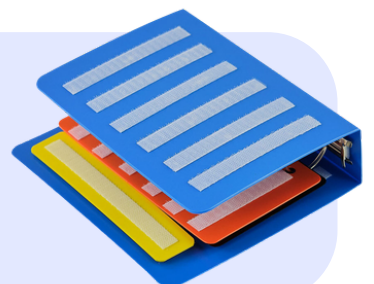
This approach builds the fundamentals of communication by mirroring a pupil's natural sounds and gestures. By creating a responsive social dialogue, we develop core skills like eye contact and turn-taking, empowering pupils to connect on their own terms.

AAC

AAC provides pupils with a functional "voice" through symbols, signs, or speech-generating technology. By removing the barriers of spoken language, these tools ensure every pupil can express their choices, needs, and personality effectively throughout the school day.

VISUALS

Visual supports, like now-and-next boards and timetables, are cornerstones for predictability and communication. By translating spoken words into permanent, concrete images, visuals reduce transition anxiety and support information processing.



2

PHYSICAL & SENSORY



Physical and Sensory development is fundamental to our pupils' ability to navigate and interact with their environment. We integrate motor skill development and sensory regulation into every aspect of the school day, from formal PE sessions to movement breaks and sensory diets. By supporting physical wellbeing and addressing sensory processing needs, we ensure pupils are regulated, comfortable, and physically empowered to access all other areas of learning.

Our approach focuses on the regulation and physical empowerment of each pupil, ensuring they are comfortable and capable within their environment. We adhere to the following principles:

- **Integrated Regulation:** Sensory needs are met proactively throughout the day. We aim to move beyond "scheduled breaks" to ensure that sensory input is embedded into the learning environment, allowing pupils to maintain an optimal state for engagement.
- **Purposeful Movement:** We prioritise functional physical development. Physical skills are honed through real-world application—such as navigating the school environment or participating in hands-on tasks—ensuring that gross and fine motor skills have practical meaning.
- **Environmental Adaptation:** We believe the environment should adapt to the pupil, not the other way around. By utilising sensory-rich or sensory-neutral spaces as required, we provide the specific conditions necessary for each individual to flourish.
- **The Power of Experience:** Much like our approach to communication, we value the tactile over the theoretical. Feeling the resistance of clay or the balance required on a climbing frame provides deep, "embodied" learning that a digital screen cannot replicate

To support these physical and sensory goals, we employ the following strategies:

PHYSICAL & SENSORY STRATEGIES

SENSORY INTEGRATION

Sensory Integration helps pupils process environmental information to reach an optimal state of alertness. Through tailored activities like pressure or movement, we support sensory regulation, ensuring pupils feel calm, safe, and ready to learn.



TACPAC

Tacpac combines touch and music to promote body awareness and sensory alignment. By pairing specific textures with rhythmic tracks, we create a predictable sensory dialogue that builds trust and helps pupils process tactile information more effectively.

HYDROTHERAPY

Hydrotherapy uses warm water to support physical rehabilitation and sensory regulation. The buoyancy allows for greater freedom of movement and muscle relaxation, providing a calming environment that boosts physical confidence and wellbeing.

PHYSICAL EDUCATION

Physical Education focuses on developing fundamental movement skills, fitness, and teamwork through structured games and activities. By adapting sports to individual abilities, we ensure every pupil can participate, build physical confidence, and experience the joy of active movement.

SHERBORNE

Sherborne uses movement to build physical confidence and social trust. Through floor-based activities and partner play, pupils develop body awareness and strengthen their relationships, fostering a sense of security and physical empowerment.



3

INDEPENDENCE



Developing independence is the ultimate goal of our curriculum. We believe that empowering pupils to navigate their world with autonomy is essential for their self-esteem and future quality of life. Independence is not taught in a vacuum; it is practiced, tested, and celebrated in every interaction, from the classroom to the wider community.

Our approach is designed to move pupils away from "learned helplessness" toward confident self-advocacy. We are guided by the following principles:

- **Scaffolded Autonomy:** We provide the "just right" level of support—stepping in only when necessary and fading our presence as a pupil gains competence. The goal is for the pupil to own the achievement, not just follow a prompt.
- **Functional Learning in Context:** Independence is best mastered through authentic daily routines. Learning to manage a personal workstation or prepare a snack in the school kitchen provides more lasting impact than simulated classroom exercises.
- **The Dignity of Risk:** We encourage pupils to try, fail, and try again within a safe environment. We recognise that making choices—and experiencing their natural consequences—is a vital part of developing problem-solving skills and resilience.
- **Self-Advocacy as Independence:** We define independence not just as "doing things alone," but as having the agency to express needs and make informed choices. Teaching a pupil to ask for help or use a choice board is a significant milestone in their independent journey.

We promote these skills through a variety of structured and incidental learning opportunities, including:

INDEPENDENCE STRATEGIES

SCAFFOLDING

Scaffolding is a teaching method that provides temporary support to pupils as they learn new skills, gradually removing it as they gain independence. This ensures learning is always accessible, building confidence by breaking complex tasks into manageable steps.



TEACCH

The TEACCH framework uses structured environments and clear visual schedules to help pupils understand what is expected of them. By organising physical spaces and daily tasks predictably, we reduce anxiety and promote greater independent learning.

ATTENTION AUTISM

Attention Autism is a powerful tool for developing Independence. Its structured, highly engaging stages explicitly teach pupils how to sustain attention and follow group workflows without constant adult prompting, building vital self-reliance for independent learning.



ENTERPRISE



We introduce pupils to the basics of business and financial literacy through hands-on projects. By planning, making, and selling products, pupils develop teamwork, problem-solving skills, and a practical understanding of money.

ZONES OF REGULATION

This visual framework categorises emotions into four colored zones to help pupils identify and manage their feelings. It provides a common language for self-regulation, teaching pupils how to use specific tools to return to a calm, focused state.



4 KNOWLEDGE & UNDERSTANDING THE WORLD

Developing a pupil's understanding of the world involves nurturing their innate curiosity and helping them make sense of the people, places, technology, and natural environments around them. We treat the world as a living classroom, where abstract concepts are transformed into concrete, meaningful experiences.

Our approach is rooted in exploration and discovery, moving beyond the classroom to provide a global and local perspective. We adhere to the following principles:

- **Enquiry-Based Exploration:** We encourage pupils to ask "why" and "how" through hands-on investigation. Whether exploring the properties of water or observing seasonal changes in the school grounds, we prioritise active discovery over passive instruction.
- **Meaningful Connections:** We bridge the gap between the pupil and the community. By visiting local shops, parks, and landmarks, we ensure that "social studies" and "geography" are lived experiences that help pupils find their place in the world.
- **Technological Literacy:** We view technology as a functional tool for empowerment. Pupils are taught to use digital resources not just for entertainment, but as a means to explore information, communicate ideas, and interact with a modern, digital society.
- **Cultural and Environmental Awareness:** We develop a sense of belonging and respect for diversity. By celebrating different traditions and practicing environmental stewardship—such as recycling or gardening—pupils develop a foundational respect for their planet and its people.

We utilise a variety of evidence-based activities and strategies to support our learners, including:

KNOWLEDGE & UNDERSTANDING OF THE WORLD STRATEGIES

MUDDY WOODS

We use the outdoor environment to promote curiosity, resilience, and a connection to nature. Through hands-on, learner-led exploration in a natural woodland setting, pupils build confidence, manage risk, and develop teamwork.



CELEBRATION DAYS

Celebration Days immerse pupils in the traditions, foods, and arts of diverse global cultures. These events enrich our community, promoting inclusivity, cultural awareness, and a shared appreciation for the world's diversity.

EXPERIENCES OF WORK

Work Experience provides pupils with valuable opportunities to experience real or simulated work environments. These placements help develop practical workplace skills, boost self-esteem, and offer a clearer understanding of potential career paths and roles.



COMMUNITY

Community learning focuses on essential life skills like travel training, road safety, and independent shopping. By practicing these skills in real-world settings, pupils gain the confidence and practical experience needed to navigate their local areas safely.

RESIDENTIALS

Residential trips provide overnight stays away from home, immersing pupils in new environments and experiences. By exploring unfamiliar settings and participating in outdoor activities, pupils put their life skills into a real-world context, building the vital self-confidence and independence needed to navigate the wider world.



5 CREATIVE

Creative development is the primary vehicle for our pupils' self-expression and emotional processing. We view creativity as a universal language that allows every pupil—regardless of their verbal ability—to share their unique perspective, experiment with ideas, and find joy in the process of making.

Our approach prioritises the "process over the product," ensuring that every pupil feels the freedom to explore without the pressure of a predefined outcome. We are guided by the following principles:

- **Multisensory Expression:** We move beyond traditional art to include a wide spectrum of creative media. From the rhythm of music and the movement of dance to the tactile exploration of textiles, we provide diverse channels for pupils to find their "voice."
- **Exploratory Freedom:** We encourage "risk-taking" with materials. We believe that discovering what happens when colors mix or how a sound changes when a drum is struck is more valuable than following a template. Creativity is about exploration, not imitation.
- **Emotional Literacy through Art:** Creative activities provide a safe space for pupils to externalise feelings and regulate their emotions. Whether through a calm, repetitive craft or a high-energy musical session, creativity supports mental well-being and self-regulation.
- **Celebrating Individual Style:** Every pupil's creative output is a reflection of their identity. We celebrate the unique aesthetic and intent of each individual, fostering a school environment where original ideas are valued and displayed with pride.

We utilise a variety of evidence-based activities and strategies to support our learners, including:

CREATIVE STRATEGIES

MESSY PLAY

Messy Play invites pupils to explore raw materials like foam, mud, or cornflour without the pressure of producing an end product. This open-ended exploration builds fine motor skills, encourages curiosity, and offers a rich, tactile sensory experience.



FOOD PLAY

Food Play offers a low-pressure way for pupils to explore different textures, smells, and tastes of food through playful interaction. By removing the demand to eat, it helps desensitise sensory anxieties and builds positive, confident relationships with food.

MUSIC THERAPY

Music Therapy uses sound, rhythm, and instruments as a non-verbal creative outlet to support emotional wellbeing and communication. Led by a specialist, these sessions provide a secure space for pupils to express feelings and connect with others.

ELECTRIC UMBRELLA

Electric Umbrella uses live music and interactive performances to challenge perceptions and celebrate the unique expressions of our pupils. Through joyful, collaborative music-making, it boosts confidence, builds community, and provides a stage for everyone to shine.

PRODUCTIONS

School productions, like our Nativity or talent shows, offer a vibrant platform for pupils to perform and share their talents. These collaborative events build self-confidence, foster a sense of belonging, and allow the whole school community to celebrate together.



TOPICS

LOWER SCHOOL OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
25/26	All About Me	Movies	Stories	Adventures	Habitats	Our Community
26/27	All About Me	Keeping Clean	People Who Help Us	Food	Animals	Weather
27/28	All About Me	Princes & Princesses	Fair-grounds	Growing	Our World	Olympics/Games
28/29	All About Me	Music & Dance	Space	Senses	Jungle	Holidays
29/30	All About Me	Transport	Super-heroes	Colours	Under the Sea	Outdoors

TOPICS

MIDDLE SCHOOL OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
25/26	All About Me/ Europe	Hubble Bubble	Jungle	The Greatest Show	Enterprise	Splash
26/27	All About Me/Asia	Super-heroes	Technology	Vogue	How Does it Work?	Woodland
27/28	All About Me/Africa	Dragons Den	Personalities	Bake Off	Out of this World	Olympics
28/29	All About Me/The Americas	At the Movies	Jurassic Park	Grow	Art Attack	Holidays
29/30	All About Me/Australasia	The Circus	Roald Dahl	Horrible Histories	London	Bang, Pop, Fizz!

TOPICS

UPPER SCHOOL OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
25/26	What is happening in the world?	What do I know about films?	How can we fundraise for others?	How can I plan a visit?	What is the same & different between humans & animals?	Are there different types of holidays?
26/27	What do I like to do with my friends?	Can we put on a multicultural market?	What can we find out about another country?	What do people do at work?	How can we help the environment?	What is my local community & how am I a part of it?
27/28	What makes a good friend?	Can I design & make something?	Can I learn more about a topic that really interests me?	What do I want to do in the future?	How do we keep fit?	How do we prepare for holidays?
28/29	What can I learn to cook?	What celebrations can I learn about?	What art do I like?	What were people like in the past?	How do I stay healthy?	What type of stories do I like?
29/30	How can we explore comics & cartoons?	How is Christmas celebrated around the world?	What are my strengths?	Can I design & make a game?	What jobs would I like to know more about?	Can I try new leisure activities?