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# TVED Curriculum

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## Formal Curriculum Pathway

### Intent: -

Across the formal curriculum we ensure our pupils have the learning dispositions and attitudes to question and explore subject specific learning through a structured approach, modified accordingly. We provide opportunities for pupils to develop their knowledge and skills, with growing confidence, resilience and independence, so they can apply their learning in a range of situations. All pupils access opportunities to develop metacognitively to support them to take risks in their learning. Teaching is delivered on a whole class, small group and targeted approach and is designed with end goals and outcomes at the forefront in order that we build deep, long lasting knowledge cumulatively.

## Semi-Formal Curriculum Pathway

### Intent: -

Across the semi-formal curriculum, we ensure pupils are confident, communicators who are independent and have a sense of agency. We provide opportunities for pupils to access a more structured teaching and learning environment with a focus on multi-sensory learning. Subject specific learning takes place but is adapted to need dependent where on the semi-formal continuum the child is. All pupils have personalised learning intentions and access to opportunities designed to develop key social, emotional and communication skills and independence. Teaching may be delivered on an individual and small group basis or through whole class learning sessions.

## Informal Curriculum Pathway

### Intent: -

Across the informal curriculum we ensure that all pupils are able to develop communication using augmented and alternative communication approaches. We ensure that they have opportunity to develop social interaction and are able to control their environment and the world around them. We offer an informal curriculum that allows pupils to be confident and independent to allow them to make and communicate choices, feel safe, self-regulate and develop a sense of self. Pupils access provision that is less formally structured incorporating a range of spaces within the classroom. The main route to learning is through personalised targets with one to one teaching and support.

## Early Years

### Intent: -

Our early years curriculum aims to develop the pupils holistically, taking into consideration early childhood development and their cognitive stage. The curriculum is progressive and coherently planned to engage all learners and to build upon the children's current prior knowledge. Through continuous and enhanced provision, and the direct teaching of knowledge and skills, our curriculum develops each child's unique characteristics, builds resilience, self-regulation and independence, thereby increasing their knowledge and sense of themselves and the wider world. The development of communication and language is a fundamental skill which allows pupils to be increasingly articulate in their learning and prepare them for the next stage of their education

## Early Years – SEND Unit & Special

### Intent: -

Our SEND early years curriculum aims to develop each child's unique characteristics, build resilience, self-regulation and independence, increase their knowledge and sense of themselves and the wider world. The 'characteristics of effective learning' are at the heart of our SEND early years curriculum which provides opportunities for pupils to develop in environments which enable learning. We recognise communication and language as fundamental skills which we need to prioritise, alongside attention and perceptual skills. This allows pupils to be responsive, curious, and active learners, supporting their personal development and preparing them for the next step on their educational pathway.

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