

Manor Green College High Needs Group Curriculum.

INTENT

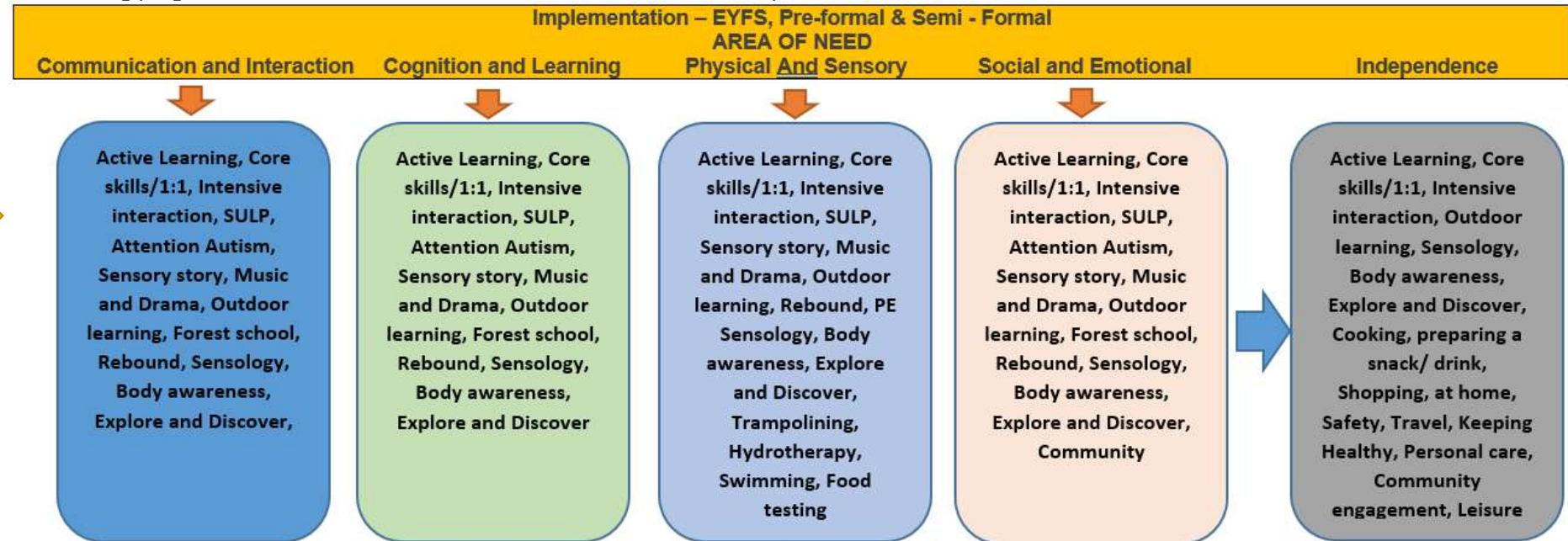
At Manor Green College, our vision is that every child within the High Needs group is given every opportunity possible to self-actualize. Our learners are at the centre of everything we do. Our teachers and support staff work holistically to ensure each individual learner's needs are met.

Every High Needs classroom is unique and the whole class team works creatively to ensure that all sessions delivered are purposeful and do engage all learners in a meaningful way. We aim to appeal to our learner's curiosity and motivation to learn new things in a participatory manner. Our curriculum provides explicit instructions and sufficient time for learners to repeat, practise, maintain and consolidate skills to develop independence; develop learners' levels of engagement by finding out what interests and motivates them and provide meaningful contexts for learning that use real-life materials and experiences, concrete resources and practical every day activities to enable learners link experiences and make connections.

IMPLEMENTATION

We recognise the importance of a broad and balanced curriculum and appreciate that this will look different for each pupil. Although the curriculum is based around the four areas of need - Communication and Interaction, Cognition and Learning, Physical and Sensory and Social and Emotional we adopt a cross curricular approach throughout the school day.

Our learning programme offers a rich and varied curriculum across the three phases – EYFS, Pre-Formal and Semi – formal.



IMPACT

Learners in the High Needs Group at Manor Green College will develop skills to prepare them for adulthood – independence skills, social skills and communication skills. With increased autonomy, our learners will have a better quality of life. With time as our learners mature and become more active agents in their own lives, supported employment may become something that they can work towards.

There is a fluidity about this curriculum model which both allows for and encourages a personalised (or individualised) approach, whilst still recognising that core elements of each curriculum area will broadly fit the learning needs of all learners within the PMLD and ASC pathways. The logic behind this approach comes from the sure and certain knowledge that our learners can make progress within curricula specifically designed for them but will struggle to do so within curricula that is not.

“We are more than we have been. We are not yet what we hope to be.”

Senator Roy Blunt 2021