



1. What are we trying to achieve?

Curriculum vision and mission	Linden Lodge offers a holistic and dynamic curriculum from the moment the learner transitions to school to the moment they return to you as the best version of themselves possible. We look to make the most of the whole day so every lesson; every transition and every interaction is a learning opportunity including break, lunch and personal care time. We supply countless extensions to our curriculum to stretch and challenge each learner so they can become their best self. Professionals across disciplines work collaboratively to deliver an exciting, sequenced and highly-coherent curriculum where individuality is respected and encouraged so that learning is purposeful and positive. teachers /TAs emails						
Curriculum Aims	Engaged Learners	Communicators	Problem Solvers	Unique Learners	Immersed Learners	21st Century Learners	Acquirers of Knowledge
Areas of need	Communication and Interaction		Cognition and Learning		Social, Emotional and Mental Health		Sensory and/or Physical
Focus for Learning	Attitudes and Attributes		Skills and Access			Knowledge and Understanding	
All learners have a right to...	Access Good quality education	Identity	Information	Safety	Friendships	Health and well-being	



2. How do we organise learning?

Components	Lessons	Learning beyond the classroom	Communication	Personalised learning	Behaviour	Environment	Routines
Approaches to learning	7 Teaching Characteristics Innovative Take Appropriate Risk Dynamic Be Reflective Be Challenging Knowledgeable Be Collaborative	Contextualised trips and visits Exploring the local community Residential outings. Careers guidance and Blind in Business opportunities throughout education	Makaton Braille Moon PECS, symbols, CIP Total Communication AAC Phonics Aspects 3 - Phase 2	PLGs Learning Journals EHCP's/AR's Weekly reflection All learners have the opportunity to personalised learning	Positive behaviour policy Positive behaviour plans Communication Profiles Sensory Diet Profiles	Habilitation Team Foster Independence, 'Sensory Aware' Environments Holistic Wellbeing	Opportunities for SMSC (social, moral, spiritual and cultural) emotional and physical development
	Differentiation and Individualisation	Building on learning beyond the classroom and the school	Intensive Interaction and Interveners	SCMC and British values	Behaviour for learning	Reflects classroom practice	Sensory Integration
Whole school approaches	Overarching themes that have significance for individuals cultural capital and provide relevant learning contexts: Sequenced Theme Progression						
Curriculum Areas	My Communication	My Thinking	My Body	Myself	My Creativity	Me and My Community	
Essentials for learning and life	Life skills, ICT, SEAL, ESafety						



3. How well are we achieving our aims?

Assessment fit for purpose	Looks at each learner individually and captures holistic progress	Is integral part of teaching and learning	Draws on wide evidence of learning	Promotes broad and engaging curriculum	Maximises progress	Gives helpful feedback to the learner and stakeholders	Helps identify learners achievements and their next steps	Embraces peer and self assessment	Uses data to inform progress and areas for development
Accountability measures	Attainment and improved standards		Behaviour and attendance		Healthy and positive lifestyle choices		Well-being	Further improvement in education, employment and/or training	