



**How we will do it**

**Personalised Curriculum**

All students are closely monitored and observed. All staff collate information on students' strengths and barriers to learning in a whole-school audit. This audit is analysed for patterns and used to create the LINK PRIORITIES.

The Link Priorities are a set of long term life targets for all students to work towards to help to prepare them for life after The Link. These targets are baselined and taught alongside the formal curriculum in all lessons and other learning environments at all times by all staff.

1. <b>Friendships</b> – able to form and maintain positive relationships with peers.	11. <b>Emotional Development</b> – able to recognise and communicate their emotions and implement effective strategies to support self-regulation.
2. <b>Friendships</b> – able to resolve conflict with others and move forward in relationships in a successful way.	12. <b>Emotional Development</b> – able to recognise and value their own abilities and barriers-leading to a positive self-esteem.
3. <b>Readiness to learn</b> - able to focus and attend to adult led activities.	13. <b>Emotional Development</b> – Theory of Mind – able to see a situation from another person's perspective and adjust their behaviour to support others.
4. <b>Learning to learn</b> –able to accept and apply different strategies in their learning.	14. <b>Personal safety</b> – able to see hidden risks by recognising less obvious intentions of others- making safe choices.
5. <b>Learning to learn</b> – able to use strategies that enable them to learn independently.	15. <b>Social expectations</b> – able to have a good understanding of expected behaviour in difficult contexts both in and outside of school.
6. <b>Communication</b> – Functional- able to independently communicate important information to get their needs met and get help.	16. <b>Problem solving</b> – able to find solutions to different sized problems.
7. <b>Communication</b> –Social- able to enjoy and take part in reciprocal communication with known adults and peers.	17. <b>Time and leisure</b> –able to participate in and enjoy a range of leisure and social activities.
8. <b>Communication</b> – Formal– able to communicate effectively and appropriately with less familiar people in a more formal setting.	18. <b>Healthy lifestyle</b> – Physical – knows how to keep well physically and is pro-active in putting these strategies into practice.
9. <b>Communication</b> – Literacy- able to use their favoured form of written communication effectively.	19. <b>Healthy lifestyle</b> – Mental Health – knows how to have good mental health and is able to fill their "emotional tank".
10. <b>Transfer and generalise skills</b> – able to apply knowledge and skills they learn at school to different activities and environments.	20. <b>Sensory processing</b> - Can recognise their sensory processing difficulties and actively engage in activities that help them address their sensory processing needs.

**Formal Curriculum**

		KS3 Class-based groups Yates, Weir	KS3 Non-class-based group Tomlin	KS4 Class-based group Fuller	KS4 Non-core/ tutor groups Wood, Rowsell	KS5 Non-core/ tutor group Johnson	KS4 and KS5 mixed Core groups CJ, CW, CR
<b>Curriculum Areas</b>	<b>Formal</b>	English Maths Science ICT Humanities	English Maths Science ICT Humanities	Science Humanities ICT	Science Humanities ICT	ICT	English Maths
	<b>Physical/ Expressive</b>	PE DT Project Drama	PE Art DT Project Drama	Art Drama	Art Drama	Drama	PE DT
	<b>RSE/ SMSC</b>	RSE Access Life Skills	RSE Access	Access	Access	Access	RSE
	<b>External/ Independent</b>	Link Priorities	Link Priorities	Link Priorities	Link Priorities	CWL – Community Work Leisure options NESCOT College Work Experience	

All students study all curriculum areas to a lesser or greater degree depending on need

**How we will know it's working**

The Link Priorities are broken into succinct practical steps of learning which are taught to all KS3 and 4 students in lessons which predominantly take place off site in 'real life' environments. KS5 students have a similar lesson called Community Work Leisure which is tailored to their personal choices. All students are baselined against the Link Priorities and then assessed every term by the class team.

Areas for development are identified and appropriate intervention is put in place. Students' progress is recorded and this data feeds into EHCP reviews, parent contact and progress reports.

All students are placed into one of three groups, regardless of age or level; **SUPPORTED, GUIDED** and **INDEPENDENT**.

All previous data has been collated and analysed to determine exactly how much progress is made by each group on average per subject. This data is used to create extremely specific, personalised targets for the next academic year.

All students are baselined then assessed termly on SOLAR against Link Steps- key performance indicators based on a tailored version of the National Curriculum. This data feeds into EHCP reviews, parent contact and progress reports. It is then used to tailor the targets even further year on year.

