

Westhaven School - Curriculum

The Westhaven curriculum is carefully designed to address the needs of every learner, it is not just a series of stand alone lessons or subjects but sequenced with the learner in mind. We believe that we have created a curriculum that takes our learners on a journey that puts well-being, social development, academic achievement, and employability at its heart and prepares them for the next key stage and also life beyond Westhaven.

The golden thread that permeates our curriculum and our conduct through every school day, and through the two learning pathways, be it a 'ready to learn' or 'preparing to learn' pathway, are the core values which shapes our learners to be:

- safely independent
- confident communicators
- respectful citizens
- resilient learners
- inquisitive thinkers

The two learning pathways are fluid and learners are able move between the pathways at any stage of their school journey. There is continuous teacher assessment and yearly class placement reviews. All learners are able to access areas of the curriculum at their own pace.

At Westhaven, we understand that children experience different learning and/or behavioural difficulties associated with the classroom. From the research developed by Nancy Mather, Ph.D. and Sam Goldstein, Ph.D. we have developed a BASE level of learning which provides a structure for the Preparing to Learn pathway.

B	Behaviour	Actions, social skills, compliance
A	Attention & Self-Regulation	The ability to pay attention, self-regulate behaviour, control impulses, complete tasks
S	Self-Perception	Awareness of both strengths and abilities along with weaknesses
E	Emotions	Temperament and moods, motivation, attitude, internalising/externalising

Our curriculum therefore encompasses preparing for adulthood outcomes that include opportunities for employment, independent living, community inclusion and health.

Our learning pathways allow a structure to lessons that builds, reflects, revisits and reinforces knowledge and skills appropriate to the stage of development of the learner.

Pathway	Target Group	Intent	Implementation	Assessment route
EYFS	Reception	Our intent in the early years phase is to provide an environment that motivates children's engagement skills to interact and develop knowledge of the world around them.	<ul style="list-style-type: none"> • Play based • Continuous provision • Adult focused activities • Health and Wellbeing 	Differentiated Early Years outcomes
Preparing to Learn	Years 1 - 9	Our intent through the 'preparing to learn' pathway is to provide an individualised and creative curriculum to inspire children to continue to develop skills to be effective communicators with knowledge of how to self regulate in order to maintain a calm, alert state where prerequisite skills of EHCP and academic progress can be developed.	<ul style="list-style-type: none"> • Play based • Continuous provision • Adult focused activities • Becoming independent, collaborative, inquisitive learners • Health and Wellbeing 	Learning Ladders for Life
Ready to Learn	Years 1 - 9	Our intent through the 'ready to learn' pathway is to provide a creatively broad and balanced topic-based curriculum.	<ul style="list-style-type: none"> • Challenge based approach • Collaboration • Inspiring projects • Resilience building • Enterprising • Health and Wellbeing 	Westhaven Learning Ladders
Preparing for Independence	Years 10 - 13	Our intent through the 'preparing for independence' pathways is to provide opportunities to develop enterprise and careers. This includes work related learning, work experience, life skills and access to independent careers advice and employers enhanced through the schools 'Pathways to Employment' programme.	<ul style="list-style-type: none"> • Preparing for adulthood • Developing an academic portfolio • Gaining vocational skills • Employability • Health and Wellbeing 	

We believe children and young people learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum gives our children opportunities to solve problems, apply themselves creatively and express their knowledge and understanding effectively whilst developing excitement, skills, ideas and the chance to express the learning they have fostered.

We want every Westhaven learner to be one that is a confident, happy individual that has a safe place to make mistakes. We want them to be inquisitive, resilient and inspired learners that believe in themselves and achieve their full potential.

Well-being travels through the heart of each pathway. At Westhaven we believe that no one is ready to develop and learn if they do not have their basic needs met and have a strong sense of identity and good mental and physical health.

Impact

On our children	We wish for our Westhaven learners to be confident, happy individuals that have a safe place to make mistakes. We hope for them to be inquisitive, resilient and inspired learners that believe in themselves and achieve their full potential.
On progress	Our aim at Westhaven is to inspire learners to make progress academically, socially and emotionally. Our performance data reflects this and learners leave with qualifications and accreditations that are appropriate for their aspirations, next steps and the world of work.
Next steps - beyond Westhaven	We wish for our Westhaven learners to be ready for their next steps in learning and life within the school and beyond. We hope to inspire them to follow a continued path into education, training or employment.