



# Curriculum Brochure

Welcome, I am delighted and proud to welcome you to our Curriculum Handbook. Our fantastic pupils and dedicated staff teams make Wembley Manor School a very special place; our motto is “Love, Learn, Laugh” and this permeates all that we do. Our pupils may face barriers to their learning but with the right support, they’re all able to thrive! Whatever your role; be it parent, carer or professional, I hope that you find the content of our Curriculum Brochure informative, useful and uplifting.

Yours Sincerely,

Andrew Chaplin,  
Deputy Headteacher



# At Wembley Manor we:

Believe that every pupil should access a stimulating curriculum that meets them at their 'point of learning' and takes into account their personal interests and unique profile of strengths and needs.

Work in collaboration with parents, carers and a range of other professionals to ensure that each child is supported to make the most of their unique potential; and prepared for adulthood and life beyond Wembley Manor.

Adhere to the SEND Code of Practice, offering a broad and balanced curriculum, maintaining high expectations through appropriate assessment, ambitious target setting, and the removal of barriers to learning.

Ensure that each pupil is enriched by their time at school; we equip them with the skills and knowledge required to keep themselves safe, healthy and happy.

Have constructed a curriculum that is designed to give all pupils the knowledge, skills understanding and cultural capital they need to succeed.

Intend for all of our pupils to be prepared and excited about joining the world of work.

Have a Personal Development offer that ensures enriching experiences and opportunities are provided to all pupils, so that meaningful skills, interests and hobbies promote well-being into the future.

What is the  
RISE  
Curriculum?



# Curriculum INTENT

We want all pupils to be:

**R**esilient

**I**ndependent

**S**killed

**E**xpressive

# We want our curriculum to:

Focus on the core areas of Literacy, Numeracy, PSHE and Science.

Ensure each pupil has the opportunity to achieve accreditations/ qualifications that will support future employment opportunities.

Allow pupils to develop skills they need to actively contribute to their community, and safely access a range of environments/ settings.

Equip pupils with the skills and knowledge required to keep themselves safe, healthy, regulated and able to identify and develop positive relationships.

Be aspirational for all pupils by offering the opportunity to gain subject-specific knowledge and skills in a range of areas and develop interests across a diverse subject base.

Ensure each pupil is enriched by their time at school and challenged to fulfil their unique potential.

Support pupils to become as independent as possible by developing resilience, confidence and strong self-advocacy skills.

Actively promote pupils' Spiritual, Moral, Social and Cultural (SMSC) development and promote both British Values and Cultural Capital.

# Curriculum Intent – Core subject areas

English

Speaking & Listening

Reading

Writing

Pupils will learn how to employ communication strategies that will support quality relationships and enable confident public speaking and presentation. The reading curriculum combines phonic tuition with opportunities to read for pleasure and information. Our aim is for every pupil to be able to write functionally and creatively to express themselves to a range of audiences.

Maths

Number

Geometry & Measure

Financial education

Pupils at Wembley Manor are offered a rich mathematics curriculum. As well as working towards maths accreditations and qualifications maths education focuses on transferring skills to real-life situations to prepare pupils for adulthood. Opportunities are taken wherever possible within the wider curriculum to extend mathematical language, understanding and knowledge.

PSHE

PSHE

Relationships & Sex ed

British Values

PSHE is taught discretely as well as interwoven within our Preparing for Adulthood curriculum. Integral to PSHE is the teaching of relationships and sex education which is also taught discretely and as a part of young people learning about themselves and their relationships with others. Wembley Manor promotes belief in the importance of Fundamental British Values

Preparing for Adulthood

Community

Employment

Independence

Health

Our Preparation for Adulthood curriculum starts as pupils enter the school and provides the structure and framework needed for pupils to live in the community, be healthy, independent and employable. Pupils have the opportunity to learn about and develop employability skills and have aspirations to be able to travel independently, make health life choices, have a social life and be part of their community.

# Curriculum Intent – STEAM subject areas

## Science

Pupils will make predictions and test ideas using practical experiment. They will consider fair testing and take measurements. Pupils will display results and make conclusions as well as discuss ways experiments could be improved. Pupils will learn to use scientific language. Pupils will work in teams and be encouraged to formulate and carry out investigations. Pupils will understand how scientific concepts explain everyday phenomena and gain confidence to question the world.

## Computing

We aim to provide essential computing and IT skills suitable for everyday life, independent learning and employment opportunities. We aim to challenge pupils to use IT and technology to become independent enquirers, creative thinkers and efficient problem solvers to real world problems. There is a strong focus on all users remaining safe and using technology appropriately, particularly when accessing online platforms and communication.

## Arts and Design

We study a range of artists and techniques that result in pupils developing the creative and expressive skills to produce a wide range of exciting work. This includes the development of skills that will lead to qualification and accreditation. Art and Music education will support lifelong well-being by promoting the opportunity to learn skills that can be utilised in leisure activity.

# Curriculum Intent – Humanities

## Geography

The geography curriculum at Wembley Manor enables pupils to develop knowledge and skills that are transferable and can be used to promote spiritual, moral, social and cultural development as well as independence in the community which will improve future opportunity to access the world of work. We seek to inspire curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

## History

The history curriculum is accessible to all and maximises outcomes for every child so that they know more, do more and remember more. Our teaching of history helps pupils gain knowledge and understanding of Britain's past and that of the wider world. The curriculum allows for pupils to make links between current and previous learning. Pupils are supported to make comparisons between historical periods, developing chronological knowledge and understanding.

## RE/SMSC

Our RE curriculum is designed to engage and enthuse learners. We believe that it is an essential area of study which ensures that children are well prepared for life in a world where there are a multitude of viewpoints. We enable the children to make their own informed decisions and to have the confidence to voice their views. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.



# Implementation

At Wembley Manor we aspire towards all our pupils working on subject-specific learning based on the National Curriculum subject areas. However, we group and prioritise these under different headings in order to best meet the needs of our pupils. At Wembley Manor, we consider our core subjects to be Literacy, Maths and PSHE and Science. The delivery and approaches used within the classroom may vary based on the needs of pupils.

<b>Wembley Manor Timetables</b>	<b>Breakdown of content including National Curriculum Links</b>
Literacy	Speaking and Listening (Expressive and Receptive Communication), Reading, Writing, and Phonics
Maths	Numeracy, Geometry and Measure, and Financial Education
PSHE and RSE	Personal, Social, Health and Economic Education RSE Relationships and Sex Education, Life Skills
STEAM	Science, Technology, Engineering, Art and Design and Music
Humanities	History, Geography, Religious Education
Physical education	Physical Education, Swimming, Yoga
SMSC	Social, Moral, Spiritual and Cultural Development, Cultural Capital, Religious Education
Functional skills, Careers and Preparation for Adulthood	Preparation for Adulthood, Careers, Education, Health and Care Plans, Communication
Enrichment	Cross-curricular educational visits and visitors to the school, Preparation for Adulthood, Education, Health and Care Plans, Communication

# Provision at Wembley Manor

Pupils are supported to develop their learning skills so that they can work 1:1, in small groups, independently and in whole class sessions.

A broad and balanced curriculum offer allows for opportunities to cover all curriculum areas across the week as well as having a range of exciting enrichment opportunities to develop access to the community, independence and help our pupils to prepare for adulthood.

Our curriculum is ambitious; pupil targets and assessments support aspirational aims for learning across the curriculum and ensure that learning is well sequenced and developmental.

As pupils progress from Key Stage 3 to Key Stage 4 they are supported to engage with accreditations that will support them along their continued learning journeys. At Key Stage 4 themes are taught across a term to enable breadth and depth of learning. All pupils will have a personalised accreditation pathway for literacy, maths, science and PSHE. Some pupils will be working on Pre-Entry level AQA schemes and other pupils will engage with the Entry level 1-3 AQA syllabus

Pupils are given positive feedback and praise to encourage a love of learning and the confidence to participate. As they progress this develops to include more formal feedback and marking.

# Thematic Planning at Wembley Manor

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Healthy Minds and Bodies	Predators & Prey	Once upon a time	London Old & New	Lights, Camera Action	Band Manager
Year 8	<i>We are a Team!</i>	All around the World	Traditional Stories and Poems	Beautiful Buildings and Rotten Ruins	Climate, Environment, Action!	Grow it, Cook it, Eat it!
Year 9	Helping me to Grow.  (Moving on up)	Our World is changing	All about you! All about me! All about us!	Inventors & Inventions that changed our world	Mathematicians and Scientists who have changed our world	The life of an Artist

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Gothic Horror		War and Conflict		Musicals	
Year 11	Dystopian Landscapes		Surrealism		From A-B	

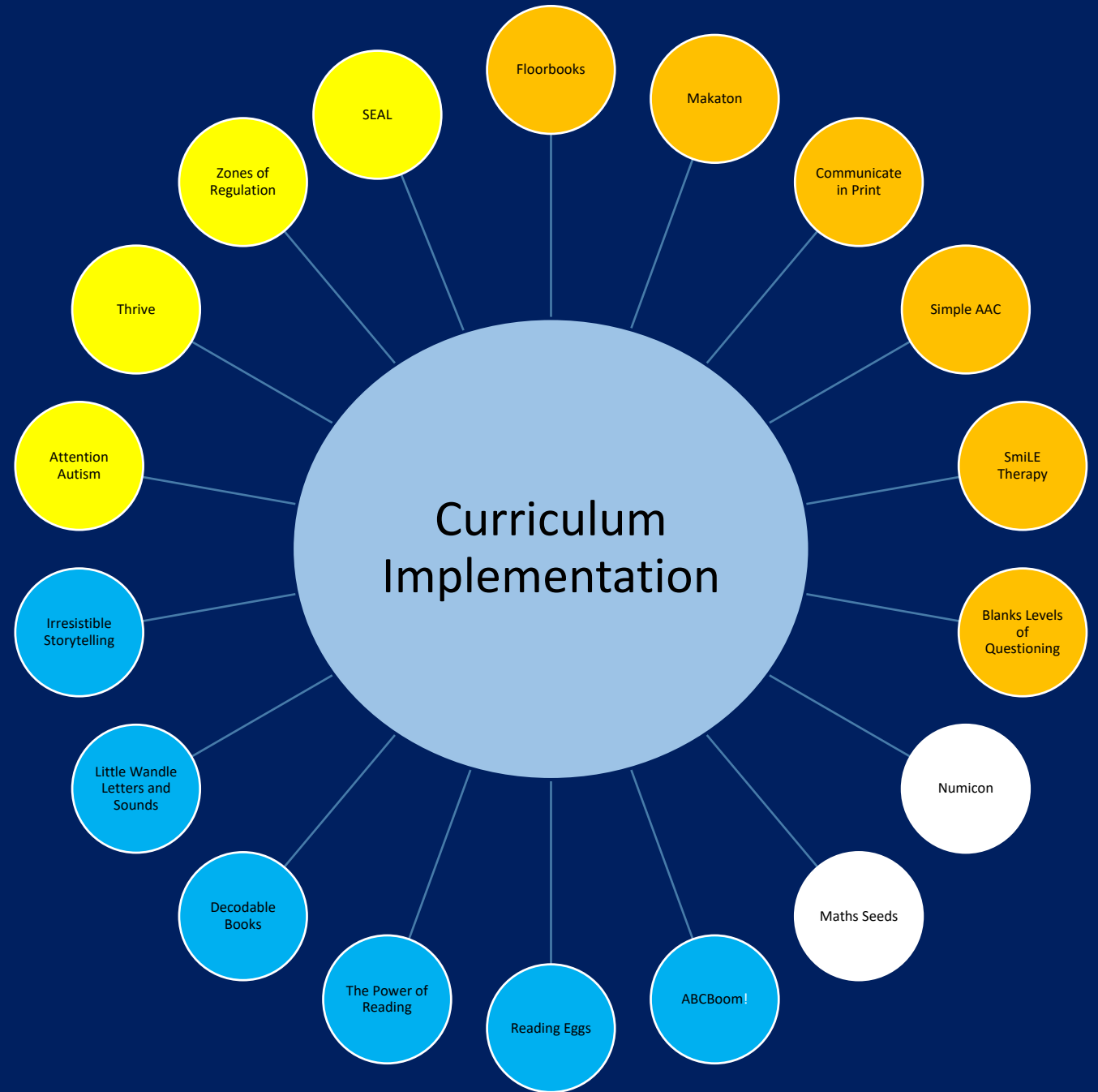
# Planning



Why this?  
Why now?  
What next?

Long Term Planning	Medium Term Planning	Short Term Planning
<p>Long-term planning is standardised for every class in the school to ensure an ambitious development of skills and broad curriculum coverage.</p>	<p>Class teams then complete medium-term plans for each half term. Medium-term plans combine the theme areas, subject skills ladders and the specific needs of the class. Staff are encouraged to reflect on the rationale behind what they include in their medium-term plans by asking themselves: “Why this?; Why now?; What next?”</p>	<p>Short term planning follows a set number of hours for specific curriculum areas this is differentiated based on provision. Staff then develop their own short-term planning that takes into account pupils’ Personal Intervention Plan (PIP) targets, EHCPs Outcomes and regular observation and assessment of the pupils</p>

# Curriculum Provisions at Wembley Manor



# Engagement and Enrichment

'Love'

'Learn'

'Laugh'

Yoga

Choir

Trips  
and  
Visits

smiLE  
Therapy

Art  
Club

Skate-  
boarding

Film  
Club

Travel  
Training

Careers  
guidance

Inter  
schools  
competition

Meditation

Jack  
Petchey  
Awards

Residential  
Visits

Eating  
out

Use of the  
allotment

Trip  
abroad

Work  
experience

Access a  
community  
gym

Horse  
riding

Visiting  
places  
of work

# Multi-Agency Support Team:

## Therapy and Inclusion - curriculum support

Therapy input at Wembley Manor School is fully embedded across the curriculum. The Speech and Language Therapy (SaLT) and Occupational Therapy (OT) teams collaborate with class-based teaching staff, to ensure that all pupils access a learning environment which supports their participation in all learning, leisure and self-care tasks and provides opportunities to further develop their communication, independence and interests. This means that appropriate strategies which enable pupils to develop their skills and knowledge across the curriculum are incorporated in the classrooms at all times, including:

- functional and relevant visual support - embedded at a universal level and Augmentative and Alternative Communication (AAC) personalised to each pupil's needs, e.g. use of symbols and Makaton signing
- safe and effective use of a range of equipment - selected and graded to enable pupils to engage meaningfully in their school-based occupations, e.g. trampolines, peanut balls, spinners, tongs, putty, chewys, resistance bands, dining adaptations, etc.
- differentiated use of programmes, resources and activities - allowing opportunities for all pupils to participate in learning and generalising skills, e.g. ABCBoom!, Colourful Semantics, SmiLE Therapy, Zones of Regulation, Autism Level UP!, etc.

Each class has an assigned Speech and Language Therapist and Occupational Therapist, who provide flexible weekly input in response to the specific needs of the pupils, their families and the class team, within the parameters outlined in the current SaLT and OT Service Delivery Models. This includes support with target setting for any strands on pupils' Personalised Intervention Plans.



# Multi-Agency Support Team: The Inclusion Team

The Rise Partnership Trust Inclusion Team work collaboratively with teaching staff and the Therapy team to ensure pupils can access a safe, enjoyable, and effective learning environment. Support from the Inclusion Team may be in the form of:

- conducting Functional Assessment of behaviours that challenge, and development and review of Behaviour Support Plans
- recommendations regarding pro-active strategies that support pupils to maintain positive and safe behaviour
- training relating to the safe management of behaviours that challenge
- Thrive assessments and interventions that support pupils' emotional development and regulation skills
- support, advice and training for parents and carers in the form of parent groups or bespoke home visits
- monitoring pupils who need adaptations or additional support due to medical conditions
- providing specialist 1:1 teaching interventions
- collaboration with outside agencies such as the School Nurse, Social Care and CAMHS

The Inclusion Team's approach is pupil-centred and holistic, aiming to reduce barriers to participation, engagement and learning and support our pupils to become resilient, independent, skilled, and expressive learners.

# Personalised Learning

## Interventions

### PIPS - Personalised Intervention Plans

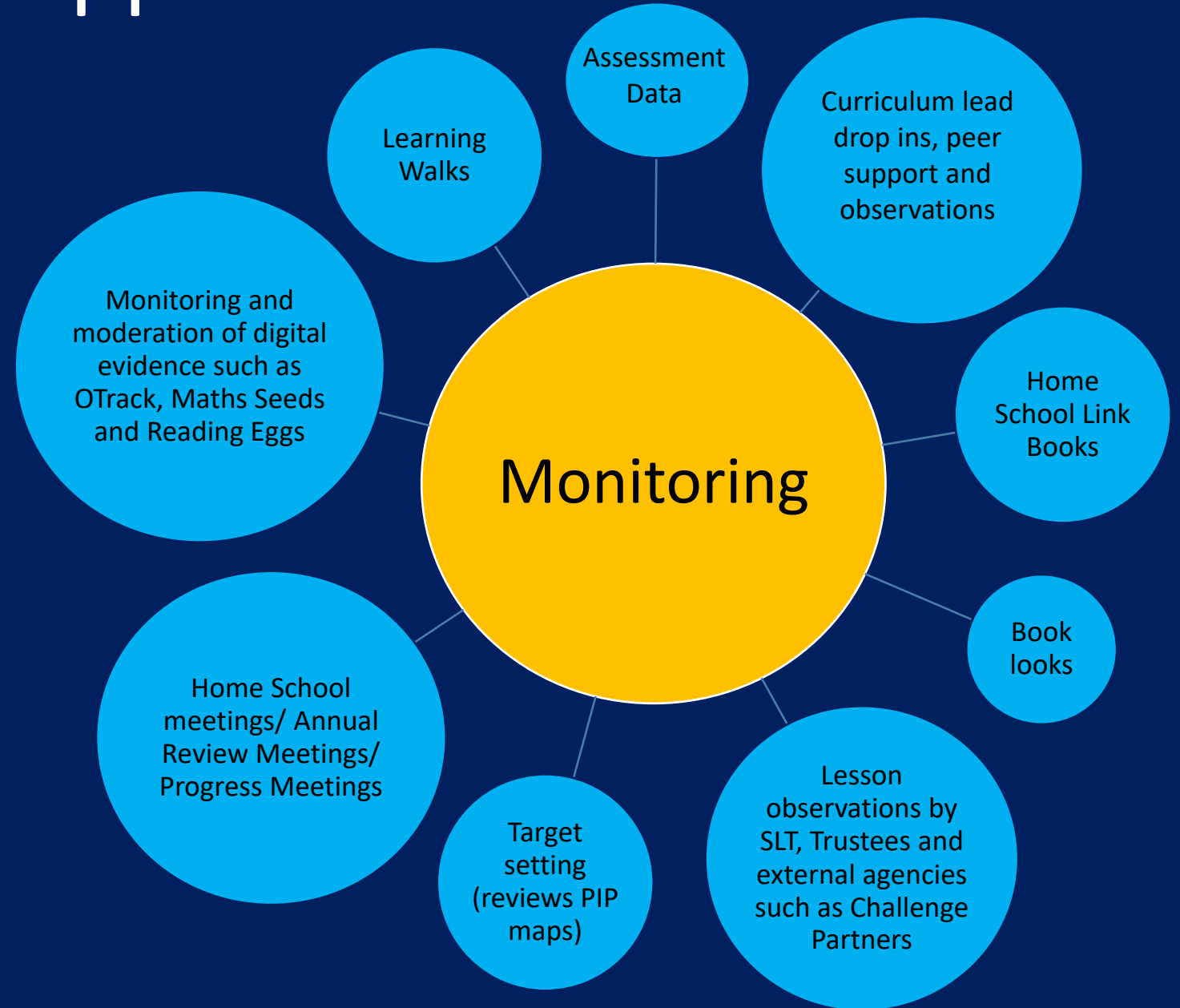
Every pupil in the school has a PIP Map which outlines their personal targets for each half term. These are the identified next steps for pupils and help to break down the long-term EHCP Outcomes into smaller, more measurable goals. The PIP Maps ensure that the key targets for Receptive and Expressive Communication, Social Emotional and Mental Health, Functional Skills and either Cognition & Learning or Reading, Writing, Number, and Geometry & Measure, are shared with families and professionals. They also allow for progress to be tracked against targets, generating progress data.

Based on staff feedback and data monitoring, pupils may be identified for additional support in the form of interventions. We offer blocks of intervention to some pupils, with intervention tutors and onsite therapists. Other interventions may also be available to some pupils including bespoke interventions from our Inclusion Practitioners.



# Monitoring and Support

Staff at Wembley Manor are well supported to monitor impact and be responsive in their approach to teaching and learning. Staff teams meet together weekly to discuss next steps and plan for the class. Weekly CPD is delivered by in-house and external experts in different areas. This is supplemented by the opportunity to study for accredited qualifications such as Elklan, Makaton, Team Teach and Leadership qualifications. A high-quality CPD offer allows us to ensure positive impact for our pupils. Subject Leads monitor the delivery of their subjects and use this to inform whole school training and individual support for specific classes





**Wembley Manor**

Love • Learn • Laugh