

## Woodend Farm School Secondary Curriculum

### Curriculum Intent

At Woodend Farm School, our secondary curriculum is designed to provide an ambitious, nurturing and highly personalised education for pupils with SEND, including SEMH, autism, communication and interaction needs and associated learning differences.

Our curriculum is underpinned by the school values of Kindness, Belonging, Believing and Achieving and is rooted in therapeutic, trauma-informed and relational practice. We aim to create an environment where pupils feel safe, understood and ready to learn.

The curriculum is designed to:

- Provide a broad, balanced and meaningful curriculum aligned with the Curriculum for Wales\*
- Support pupils to develop academically, socially, emotionally and functionally.
- Promote communication, emotional regulation, resilience and independence.
- Build confidence, self-worth and positive relationships.
- Prepare pupils for adulthood, future education, employment and community participation.
- Enable pupils to make progress from their individual starting points.
- Deliver learning that is engaging, relevant, accessible and appropriately challenging.
- Support pupils to develop a sense of identity, belonging and aspiration.

Through thematic learning, therapeutic support and personalised approaches, we aim to equip pupils with the knowledge, skills and experiences needed for lifelong success.

\*While the thematic structure is inspired by the Curriculum for Wales, statutory English requirements for literacy, numeracy, personal development and accreditation remain central to curriculum design.

### Curriculum Implementation

The secondary curriculum is delivered through a flexible and personalised approach which responds to pupils' individual strengths, needs and developmental readiness.

Teaching and learning are underpinned by:

- Relational and trauma-responsive practice.
- Thrive-informed approaches.
- Therapeutic and sensory-aware environments.
- Total communication approaches, including AAC and visual support where appropriate.
- Adaptive teaching and personalised planning.
- EHCP and One Plan targets embedded into learning.

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- Preparation for adulthood across all curriculum areas.
- Forest School, outdoor learning and community-based experiences.
- Assessment for Learning strategies.
- Evidence for Learning to record and celebrate progress.

Learning is adapted through progression steps, curriculum approaches and individual support strategies to ensure all pupils can access learning successfully. Staff use ongoing assessment, observation, pupil voice and collaborative review processes to inform planning and next steps.

### Curriculum Impact

The impact of the curriculum is demonstrated through pupils making progress academically, socially, emotionally and developmentally from their individual starting points.

Pupils develop:

- Improved emotional regulation and resilience.
- Increased confidence, independence and self-belief.
- Stronger communication and social interaction skills.
- Functional literacy, numeracy and life skills.
- Greater readiness for adulthood and future destinations.
- Improved engagement, attendance and participation in learning.
- Positive relationships and a sense of belonging.
- Accreditation outcomes appropriate to their pathway and ability.

The curriculum impact is measured through:

- Progress against EHCP outcomes and One Plan targets.
- Evidence for Learning observations and assessment.
- Thrive assessments and developmental progress.
- Accreditation outcomes.
- Pupil voice.
- Attendance and engagement data.
- Behaviour and wellbeing indicators.
- Transition and post-16 destination outcomes.
- Monitoring activities including learning walks, work scrutiny and pupil progress meetings.

Ultimately, the curriculum enables pupils to move from supported participation towards increasing independence, self-awareness and successful preparation for adult life.

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### Secondary curriculum overview

The secondary curriculum builds upon the secure foundations established within the primary approach model while preparing pupils for increasing independence, adulthood and future destinations. The curriculum is ambitious, therapeutic and highly personalised, enabling all pupils to access meaningful learning that reflects their strengths, needs, interests and aspirations.

During **Key Stage 3**, pupils remain within the same broad curriculum approaches as primary, ensuring continuity of support, communication approaches and understanding of need. The Holly, Laurel, Juniper and Rowan approaches continue to underpin curriculum delivery across the secondary phase, enabling staff to provide highly personalised provision matched to pupils' communication, sensory, emotional and learning needs.

Learning is organised through six rich themes across the year. These themes provide a coherent context for literacy, numeracy, humanities, science and technology, expressive arts and health and wellbeing, while allowing teachers to adapt experiences carefully for pupils working across Progression Steps 1–4.

Progression in core subjects is carefully mapped to ensure essential knowledge and skills build sequentially within, and alongside, the thematic structure.

Across secondary, the curriculum is underpinned by the school's values, British Values, relational practice and a clear commitment to preparation for adulthood. Pupils are supported to move from experience and participation towards application, independence, leadership and evaluation.

Subject-specific strands such as PE, PSHE, Relationships and Sexuality Education (RSE), cooking and nutrition, life skills and careers are deliberately woven through the thematic model so that pupils revisit core knowledge and skills in meaningful, motivating contexts.

### Curriculum structure

Phase	Curriculum model	Main features	Outcome
Years 7–8	KS3 thematic pathways	Curriculum for Wales structure; same pathway model as primary; six themes; strong pastoral and relational support; subject disciplines taught through themes	Continuity, engagement and secure progression
Year 9	Transition year	Preparation for adulthood; WJEC Essential Skills for Work and Life (ESfWL) qualification; AQA UAS opportunities; applied science; outdoor learning; careers and community participation	Bridge into KS4 and accreditation
KS4	Bespoke pathways	Pathway-based provision matched to need, independence, employability and next steps	Readiness for post-16, community and adulthood

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### Year 9 transition model

**Purpose:** Year 9 acts as a bridge between KS3 thematic learning and KS4 bespoke pathways. It retains the school's thematic, relational approach while increasing the emphasis on independence, employability, accreditation and preparation for adulthood.

A central focus of Year 9 is the development of **transferable skills** for learning, work and adulthood, including communication, application of number, digital literacy, employability and problem-solving. These skills are embedded across the curriculum and taught through practical, meaningful experiences so that pupils can apply them confidently in a range of contexts. Developing these essential skills supports readiness for Key Stage 4 learning, strengthens independence and provides opportunities for pupils to achieve qualifications that recognise and celebrate their progress.

#### Key strands:

- Preparation for adulthood
- Careers and Gatsby encounters
- AQA UAS
- Outdoor learning
- Literacy and numeracy
- Wellbeing and self-regulation
- Community participation

#### Pedagogical approach:

- Choice-rich learning
- Scaffolded and adaptive teaching
- Practical and motivating experiences
- Strong links to community learning
- Real audiences and purposeful outcomes
- Leadership opportunities
- Portfolio evidence and accreditation
- Next-step planning

### What progression looks like (KS3)

- Progression Step 1: concrete, sensory and highly scaffolded experiences; routines, belonging, simple choices and supported participation.
- Progression Step 2: increased participation, communication and shared problem-solving within familiar structures.
- Progression Step 3: application of learning in broader contexts, more independence, collaboration and reflection.
- Progression Step 4: leadership, evaluation, community contribution, debate, mediation, presentation and decision-making.

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## Summary and visual model

- Years 7–8 provide a **thematic KS3 model** rooted in Curriculum for Wales and the school's values.
- Year 9 becomes a **transition year**, combining thematic learning with preparation for adulthood, WJEC ESFWL, AQA UAS, careers and community-based experiences.
- KS4 then moves into **bespoke pathways** matched to pupils' strengths, needs and next steps:

