



# Thinking about Leadership of a Curriculum for SEND

**BDSIP**

# The Curriculum for SEND: Three Potential Challenges for Leadership

## Challenge 1: Formal Learners

Learners with SEND who are **working at** the level of the national curriculum but who have significant barriers to their access.

How do we support teaching staff to deliver on High QFT so these learners can make progress academically and personally?

What additional support do we need to provide to enable the learner to make progress academically and personally?

Are interventions impacting on their access to the curriculum and creating further knowledge or skills gaps?



Teaching Pupils Working Consistently and Over Time at Levels Significantly Below Age Related Expectations

Peter Imray

[peter.imray@hotmail.co.uk](mailto:peter.imray@hotmail.co.uk)



# BDSIP

# The Curriculum for SEND: Three Potential Challenges for Leadership

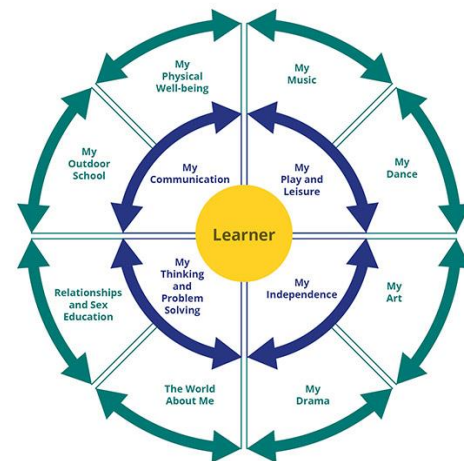
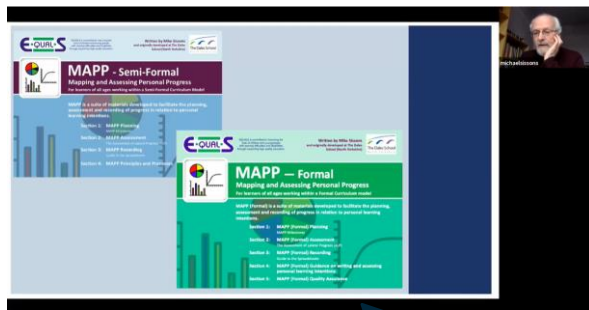
## Challenge 2: Semi-Formal Learners

Learners with profound and complex needs who are **working on some** aspects of the National Curriculum supplemented with a developmental curriculum.

How do we support teaching staff to deliver on High QFT so these learners can make progress academically and personally?

What does the developmental curriculum look like for these learners?

How will the developmental curriculum be delivered so that it does not create gaps in learning in formal curriculum access?



### EQUALS SEMI-FORMAL (SLD/MLD) CURRICULUM

This unique curriculum has been written and edited by outstanding practitioners throughout the UK in the education of children, young people and adults with severe and complex learning difficulties.

My Communication	My Thinking and Problem Solving	My Play and Leisure	My Independence
My Music	My Dance	My Art	My Drama
The World About Me	Relationships and Sex Education	My Outdoor School	My Physical Well-being

The general principles governing the schemes of work are that they

- are developmental in nature and open to personalisation - they start at the beginning of the individual pupil's learning journey and aim for the highest level of independence possible
- cover all stages of education from 2 to 25 (and beyond) but are not directly related to either age or key stage. Learners fit into them where they will accessing to their individual abilities, interests and learning journey
- are not related to the National Curriculum, though the common language of the P Scales is occasionally used for ease of understanding.



# The Curriculum for SEND: Three Potential Challenges for Leadership

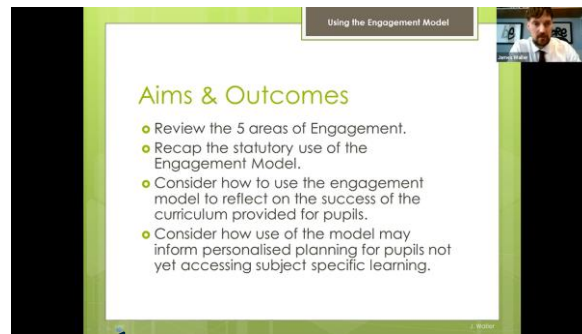
## Challenge 3: Pre-Formal Learners

Learners with profound and complex needs who will follow the **Engagement Model** to create a highly personalised curriculum.


When is it appropriate to use the Engagement Model for an individual learner?

How do we ensure adults are appropriately qualified to deliver?

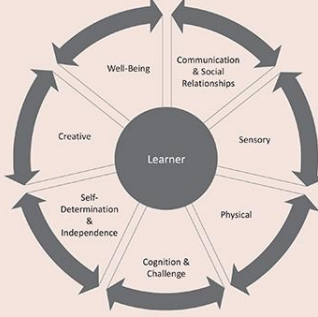
How do we facilitate inclusion to ensure learners are able to enjoy a wide range of experiences in the school community?



### EQUALS Pre-formal (PMLD) Curriculum



A Person-Centred and Holistic Curriculum for Learners with Profound and Multiple Learning Difficulties.



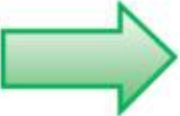




For those with a profound learning difficulty, learning is best done when the learner is placed at the centre of the Curriculum.

*“Let’s focus on the things that matter.”*

This image shows the EQUALS Pre-formal (PMLD) Curriculum. It features a central 'Learner' surrounded by eight interconnected areas: Well-Being, Communication & Social Relationships, Sensory, Physical, Cognition & Challenge, Self-Determination & Independence, Creative, and Well-Being. The text emphasizes a person-centred and holistic approach for learners with profound and multiple learning difficulties.



Fig 1. The relationship between curricula in multi-tiered curriculum approach

Equals Pre-Formal Curriculum	Equals Informal Curriculum	Equals Semi-Formal Curriculum	Equals Formal Curriculum	National Curriculum
PMLD	Complex SLD, SLD/ASD	SLD, SLD/ASD	GLD, GLD/ASD	
Working consistently and over time within P1 to P3	Working consistently and over time within P4-P5 ish	Working consistently and over time within P4 to the early reaches of the NC	Working consistently and over time significantly below age related expectations	Working within typical or near typical age related expectations
				

This is a new level of curriculum introduced by Equals in 2021.

There will be more training from Equals in the Spring Term. Please keep your eye on the website!

# Leadership of the SEND Curriculum and OFSTED

## Intent

How does the curriculum, through its design, structure and sequence, set out the knowledge and skills that the learner with SEND will gain at each stage?

How do you ensure that the intent of the curriculum is **well-matched** to the individual's needs?

How is the curriculum designed to engage the learner?

## Implementation

How is the curriculum taught and assessed to support learners to build their knowledge and skills?

How do you ensure staff are **well-trained** to deliver?

## Impact

How do you **monitor** progress and outcomes?

Is there any **moderation** of assessment?

What happens if a learner with SEND is **not** making expected progress?

We start with the **whole child**, thinking about **strengths**, **motivators** and **needs**.



What is our **curriculum intent** for the individual?

What training and support is needed for staff to support **implementation** and the monitoring of **impact**?

**BDSIP**