

1. What are we trying to achieve ?

Curriculum vision and mission	At Swiss Cottage School we offer a Creative Curriculum which endorses building connections, problem solving skills and coherence, is alive in every classroom and beyond and ensures on-going opportunities for active cross-curricular and contextualised learning. We are committed to ensuring that our learners fully immerse themselves in learning, work within a flexible framework which is responsive to their needs, enable all learners to communicate, think and problem solve in a range of contexts.						
Curriculum Aims	Successful learners who enjoy learning, make progress and achieve		Assertive individuals who are able to live safe, healthy and happy lives		Active citizens who make a positive contribution to the community		
Areas of need	Communication and Interaction		Cognition and Learning		Social, Emotional and Mental Health		Sensory and/or Physical
Focus for Learning	Attitudes and Attributes		Skills		Knowledge and Understanding		
All learners have a right to...	Good quality education	Identity	Information	Safety	Friendships	Health and well-being	

2. How do we organise learning?

Components	Lessons	Learning beyond the classroom	Communication	Personalised learning	Behaviour	Environment	Routines
Approaches to learning	A range of approaches, teaching styles and collaborative learning	Contextualised trips and visits Exploring the local community Residential outings	Makaton Visual communication: PECS, symbols, Communication In Print Total Communication AAC	PLIMS Learning Journals EHCP's/AR's Weekly reflection All learners have the opportunity to personalised learning	Positive behaviour policy Positive behaviour plans Communication Profiles Sensory Diet Profiles	Foster independence, social, emotional skills and functional communication	Opportunities for SMSC (social, moral, spiritual and cultural) emotional and physical development
	Differentiation and Individualisation	Building on learning beyond the classroom and the school	Intensive Interaction and Attention Autism	SCMC and British values	Behaviour for learning	Reflects classroom practice	Sensory Integration
Whole school approaches	Overarching themes that have significance for individuals and society and provide relevant learning contexts: three-year rolling plan of themes.						
Curriculum Areas	My Communication	My Thinking	My Body	Myself	My Creativity	Me and My Community	My How My World Works
Essentials for learning and life	← Life skills, ICT, SEAL →						

3. How well are we achieving our aims?

Assessment fit for purpose	Looks at each learner individually and captures holistic progress	Is integral part of teaching and learning	Draws on wide evidence of learning	Promotes broad and engaging curriculum	Maximises progress	Gives helpful feedback to the learner and stakeholders	Helps identify learners achievements and their next steps	Embraces peer and self assessment	Uses data to inform progress and areas for development
Accountability measures	Attainment and improved standards		Behaviour and attendance		Healthy and positive lifestyle choices		Well-being	Further improvement in education, employment and/or training	