

The Meadowfield Curriculum

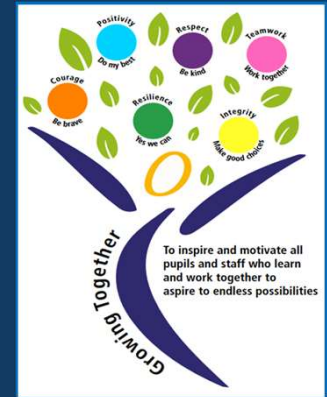
Personalised • Sequenced • Evidence-informed • PfA Focus

Designed around learning need, not chronological age, and sequenced from readiness, communication and exploration towards independence, enterprise and adulthood.

Resilience

Courage

Respect



Why a bespoke curriculum?

Our pupils need a different curriculum architecture, not a diluted version of another one. The curriculum is precisely matched to the way pupils learn and to the outcomes they need for their future lives.

The challenge

- Many pupils have severe, complex or uneven developmental profiles.
- Progress may be lateral, contextual and non-linear.
- The traditional National Curriculum can over-prioritise abstract content.
- Skills must be taught where pupils will actually use them.

Our response

- Pathways are based on learning need and developmental phase.
- Curriculum content is highly functional and purposeful.
- Routines, repetition and overlearning help pupils generalise.
- Preparation for Adulthood is the golden thread from the earliest stages.

Not less ambitious

More precisely targeted

Designed for independence

Rooted in real life

Our intent: a living framework

Personalised, meaningful, aspirational learning — highly sequential and constantly responsive.

Meadowfield's curriculum is designed to be:

- Personalised to the pupil's profile through PLPs
- Meaningful in real-life contexts
- Aspirational about adulthood
- Sequential from Phase 1 to Phase 6
- Responsive to changing cohort needs



Voice

Agency

Functional skills

Community

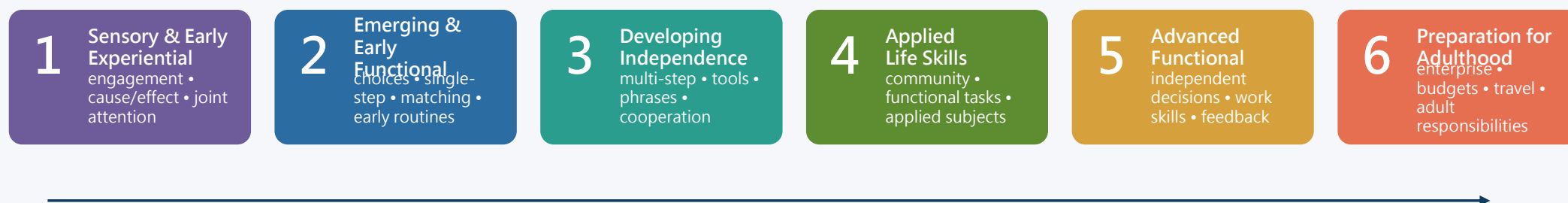
Adulthood

Authentic Preparation for Adulthood is the golden thread.

Functional communication • self-care • enterprise • employability • safe participation
Proactive and Preventative - *an educational approach that equips students with the life skills, emotional regulation, and knowledge needed to navigate risks before they escalate*

Implementation: A six-phase progression model

Sequencing is clear: readiness and experience build towards independence, application and enterprise.



The model allows pupils to “fit where they are” developmentally, with ambition for the next meaningful step.

✓ Why this matters

A pupil may sit in different phases for different subjects or skills. The model indicates strengths and pathways and supports meaningful next steps.

→ What pupils and parents can see

A clear route from engagement and communication to functional application, accreditation and adult destinations.

Sequencing across the core curriculum

Each subject strand is deliberately re-framed as functional, purposeful and developmentally ordered.

Area	Phase 1-2	Phase 3	Phase 4	Phase 5	Phase 6
Communication	objects, choices, 1-keyword	2-3 key words, what/where	community interactions	adapt for audience	advocacy in work/community
Maths	1:1, more/less, sorting	time, coins, measure	pricing, recipes, rotas	budgets, timetables	enterprise & finance
Science	sensory, cause/effect	tools, changes, hygiene	appliances, habitat routines	risk, materials, health	troubleshooting & safety
PSHE/PfA	care routines, regulation	safe adults, domestic tasks	community, simple purchases	travel, health choices	adult responsibilities
Enterprise/Arts	sensory work tools	role play & jobs	on-site enterprise	leadership & products	community work

The sequence is not “subject coverage” it shows how subject knowledge becomes independence and enables future pathways.

Pedagogy is how the curriculum becomes real

"pedagogy is curriculum."

Dylan William



1 Total Communication

AAC, symbols, Makaton, objects of reference, eye gaze

2 Structured access

TEACCH, finished systems, now/next/then, visual schedules

3 Engagement first

Intensive Interaction, Attention Autism, sensory regulation

4 Functional context

role play, real tasks, work routines, community rehearsal

Topics provide breadth; LTPs provides depth, PLPs Provide Personalisation

The whole-school topic model gives shared experiences while long-term progression plans make the learning developmental.

T Topic maps

Provide engaging, age-respectful contexts: My School, My Day; Places We Go; Working Together; Food and Cooking; Shopping and Spending; Planning an Event.

TO Termly Overviews

Translate topics into sequenced small steps, mapped to phase outcomes, PfA and evidence opportunities.

L Long-term progression

Defines the developmental sequence in each subject: communication, functional maths, science/discovery, PSHE/PfA, arts, music and enterprise.

P Personal learning plans

Keep the individual learner at the centre: preferred communication, regulation, interventions, EHCP outcomes and next steps. (Also Replace EHCP Target Display)

The system prevents “fun topic drift”: every activity has a curriculum purpose and a next step.

Authentic contexts make skills stick

Pupils rehearse communication, maths, science, social and independence skills where they in contexts as similar as possible to where they will actually need them.

1 Café Meadows

orders • recipes • hygiene • transactions

2 Meadow Wheels

water • tools • sequences • safety

3 Market Field

shopping • stock • pricing • customer skills

4 Meadow Allotments

planting • materials • environment • horticulture

5 Meadow Deliveries

routes • sorting • office tools • responsibility

6 Upcycling Workshop

materials • design • tools • products

Enterprise is not an add-on.
It is a bridge from classroom
practice to future adult
roles.



Impact: Responsive, holistic and useful assessment

We assess to understand the learner, adapt the teaching and identify the next meaningful step.

Triangulated evidence

- Photos and video
- Observations
- Communication with home
- Prompt-level evidence
- EHCP-linked outcomes
- Accreditation evidence



**“Assessment really is the bridge
between teaching and learning.”**

Dylan Wiliam

At Meadowfield, assessment is not just measurement. It is the mechanism for adapting provision in real time.

What this looks like in class

- Pupils engaged in purposeful routines
- Communication systems used consistently
- Adults responding to evidence in the moment
- Subject learning embedded in real-life contexts
- Clear progression from exploration to application
- Preparation for Adulthood visible everywhere

Our curriculum is bespoke because our pupils are unique. It is sequenced because independence is built step by step. It is ambitious because adulthood matters.



By focusing so heavily on Preparation for Adulthood and functional skills, are we putting a ceiling on ambition for our most cognitively able pupils (particularly in the Enquire pathway)?

A: Absolutely not. While our pupils have SEN, we recognise that some need further academic pushing. Moving into Key Stage 4, Enquire pathway pupils (Route B) will undertake NCFE Functional Skills, ranging from Entry Level 1 up to Level 2. This is significantly more rigorous than our previous offer and ensures that our most able pupils are stretched, challenged, and leave us with meaningful accreditation. We also have the option to add further accreditations pupil specific or cohort specific especially for satellite pupils.

