

# Hollywater Curriculum Overview – Autumn 2025



What is our curriculum intent?

Our Values

Inspire. Believe. Achieve.

Our Vision

**Inspire**, motivate and challenge our children to be curious learners.

Develop aspirational, independent and resilient learners who **believe** they can.

Enable our children to **achieve** their full potential, that is individual to them.

Design principles to inspire and challenge

Challenges all ; has secure learning pathways with high quality outcomes ; enhances and develops communication ; is responsive, relevant and memorable ; enquiry based learning that fuels curiosity ; encourages personal identity and relationships with their world ( community ).

An inclusive curriculum for all

Provides pupils with the essential skills for learning and life ; learning opportunities that secure to deeper knowledge and understanding ; pupils develop a sense of identity - the attribute to succeed and respect for others.

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## Pre-Formal Curriculum

- My Communication
- My Creativity
- My World
- My Thinking
- My Self
- My Physical Development
- My Computing
- Sensory

## Informal Curriculum

- My Communication
- Maths
- My Sensory Play
- My Thinking
- My Outdoor School
- My Independence
- My Physical Well-Being
- My Creativity – Art and Music
- The World About Me

## Semi-Formal Curriculum

- My Communication
- Maths
- My Play and Leisure
- My Thinking and Problem-Solving
- My Outdoor School
- My Independence
- My Physical Well-Being
- The World About Me
- Creativity – Art, Music, Drama

## Formal / National Curriculum

- English and Maths
- Computing
- Science
- History and Geography
- Creativity
- PE and Outdoor Learning
- Music
- RE and PSHCE

## Accreditations

- Maths and English
- Science
- IT
- Duke of Edinburgh Award
- Aspire framework : Horse Riding, Hospitality, Horticulture and Enterprise
- ASDAN Exploring Aspirations
- Alternative curriculum ; The Apex Centre and Fast Forward

## Preparation for Adulthood

- OCR Life and Living – Numeracy and Communication
- ASDAN Personal Progress
- ASDAN PSD
- PGL residential

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	Learner Characteristics				
Pathway	Communication	Characteristics of learner	Play stage ( Cognitive / Social )	Ability to engage	Developmental level
Pre-Formal - sensory ( PMLD )	Pre-intentional  Anticipatory  Intentional - requesting	Profound and Multiple Learning Difficulties ( PMLD )	Cognitive: Unoccupied ( explores without any specific goal ) Some early physical play  Social: Unoccupied ( interacts without any specific goal ) Solitary Some onlooker behaviour	Adult initiated engagement initially developing into self-initiation of intentional communication or action on the environment.	EYFS B-11 months / EYFS 8-20 months and  EY Curricular Goals Steps 1-3  Engagement Model Steps 1-3 and Quest for Learning Key Milestones ( encounter/awareness and responsiveness )  Hollywater Steps 1-3
Informal – exploration ( CLD / SLD )	Anticipatory  Intentional – requesting  Intentional – 1 to 3 key words	Complex Learning Difficulties ( CLD ) / Severe Learning Difficulties ( SLD )  Complex attention and interaction needs  Inability to tolerate uncertainty  Unable to tolerate others or demands	Cognitive: Physical play Play with objects  Social: Unoccupied ( interacts without any specific goal ) Solitary Onlooker behaviour	Fleeting engagement or a lack of meaningful engagement where persistence is good.  Low levels of anticipation, exploration and realisation.	EYFS 8-20 months / 16-26 months / 22-36 months  EY Curricular Goals Steps 4-6  Engagement Model Steps 4 - 6 ( focused attention/participation and involvement )  Hollywater Steps 4-7

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Semi-Formal – exploration and play ( SLD )</p>	<p>Intentional – 1 to 3 key words</p> <p>Intentional – 4+ key words</p>	<p>Severe Learning Difficulties ( SLD )</p> <p>Complex attention and interaction needs</p> <p>Inability to tolerate uncertainty</p> <p>Will tolerate demand</p> <p>Independently initiates meaningful engagement across a range of contexts and environments</p> <p>Subject specific learning in English and Maths</p>	<p>Cognitive : Physical play Play with objects Symbolic play Pretend play</p> <p>Social : Parallel Associative</p>	<p>Fleeting engagement or a lack of meaningful engagement where persistence is good.</p> <p>Low levels of anticipation, exploration and realisation.</p> <p>Good self-initiated persistence at play activities.</p>	<p>EYFS 22-36 months / 30-50 months / 40-60 months / ELG</p> <p>EY Curricular Goals Steps 4-9</p> <p>Engagement Model Steps 4 – 6 ( focused attention/participation and involvement )</p> <p>Pre-Key Stage Standards 1 - 3</p> <p>Hollywater Steps 8 - 15</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Formal / National Curriculum ( SLD / MLD )</p>	<p>Intentional 4 key words +</p>	<p>Severe Learning Difficulties ( SLD ) and/or Moderate Learning Difficulties ( MLD )</p> <p>Accessing subject specific learning in most areas</p>	<p>Cognitive : Rule-based games</p> <p>Social : Co-operative play</p> <p>Able to play at any cognitive / social stage across any context; supporting cross contextual application of skills and knowledge to the real world</p>	<p>Good persistence at learning activities.</p> <p>Cross contextually able to apply skills.</p>	<p>Pre Key Stage Standards 4-6</p> <p>Hollywater Year 1 to Year 6</p>

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<p style="text-align: center;">Accreditations ( KS4 – SLD / MLD )</p>	<p>Intentional communication with increasing vocabulary</p>	<p>Severe Learning Difficulties ( SLD ) and/or Moderate Learning Difficulties ( MLD )</p> <p>Accessing subject specific learning in most areas</p>	<p>Able to play at any cognitive / social stage across any context; supporting cross contextual application of skills and knowledge to the real world</p>	<p>Good persistence at learning activities.</p> <p>Cross contextually able to apply skills.</p>	<p>Aspire framework</p> <p>Unit Awards</p> <p>Entry Levels</p> <p>Duke of Edinburgh Bronze and Silver Awards</p> <p>Hollywater Steps 13 to Year 6</p> <p>ASDAN Exploring Aspirations</p> <p>Alternative curriculum ; The Apex Centre and Fast Forward</p>
<p style="text-align: center;">Preparation for Adulthood ( Post 16 provision – SLD )</p>	<p>Intentional 4 key words +</p> <p>Focus on developing ability to communicate with others in the community for a range of purposes</p> <p>Independent communicators</p>	<p>Severe Learning Difficulties ( SLD )</p> <p>Complex attention and interaction needs</p> <p>Inability to tolerate uncertainty</p> <p>Will tolerate demand</p> <p>Independently initiates meaningful engagement across a range of contexts and environments</p>	<p>Cognitive : Physical play Symbolic play Pretend play</p> <p>Social : Parallel Associative</p>	<p>Fleeting engagement or a lack of meaningful engagement where persistence is good.</p> <p>Low levels of anticipation, exploration and realisation.</p> <p>Good self-initiated persistence at play activities.</p>	<p>OCR Life and Living – Numeracy and Communication Entry Level 1-3</p> <p>ASDAN Personal Progress Award / Certificate / Extended Certificate / Entry Level 1-3</p> <p>ASDAN PSD Award / Certificate / Extended Certificate / Entry Level 1-3</p>

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How is our curriculum implemented?

Provision						
Pathway	Focus	Underlying Approach	Environment	Engagement Focus	Curriculum Areas	Generalised Outcomes
Pre-Formal - sensory (PMLD)	<p>Early Developmental Skills</p> <p>Early Communication</p> <p>Therapeutic Input</p>	<p>Therapeutic sensory based adult led approach to teaching early developmental skills.</p>	<p>Sensory rich with controlled calm areas</p> <p>Individualised learning spaces</p> <p>Clear visual cues and transition strategies</p>	<p>Persistence</p> <p>Anticipation</p> <p>Initiation</p> <p>Exploration</p> <p>Realisation</p>	<p>EYFS Curricular Goals OR</p> <p>My Communication</p> <p>Phonics – Little Wandle</p> <p>My Creativity</p> <p>My World</p> <p>My Thinking</p> <p>My Self</p> <p>My Physical Development</p> <p>My Computing</p> <p>TaSSeLs</p> <p>Rebound Therapy</p> <p>Sensology</p> <p>MOVE</p> <p>Outdoor Learning</p> <p>Immersive Experiences</p> <p>Off-Site Opportunities</p>	<p>Autonomy across a range of contexts through self-initiated communication or interaction</p>

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<p>Informal – exploration ( CLD / SLD )</p>	<p>Sensory Regulation  Communication And Interaction  Tolerating Uncertainty  Engagement: Anticipation  Tolerating Others : Parallel Play</p>	<p>Low demand play based approach facilitated by motivating environments.</p>	<p>Structured but flexible  Sensory rich with controlled calm areas  Communication rich  Engaging and stimulating thematic areas</p>	<p>Persistence Anticipation Initiation Exploration Realisation</p>	<p>EYFS Curricular Goals OR  My Communication including PSHCE Phonics – Little Wandle Maths My Sensory Play My Outdoor School My Independence My Physical Well-Being The World About Me Creativity – My Art Creativity – My Music Off-Site Opportunities</p>	<p>Building a tolerance of others through parallel play. Tolerating low level demands and uncertainty. Ability to meaningfully engage with learning outcomes beyond engagement.</p>
<p>Semi-Formal – exploration and play ( SLD )</p>	<p>Thinking and Problem Solving  Initiation, exploration and realisation developing into cross contextualisation of learning  Social, collaborative play and shared attention</p>	<p>Play based approached facilitated by motivating environments.  Specific teaching of relevant subjects – English and Maths.  Functional play and learning.</p>	<p>Structured but flexible  Zoned areas for different types of learning  Sensory and communication rich  Visually and emotionally supportive  Real-life functional learning opportunities  Exploration and play areas</p>	<p>Persistence Anticipation Initiation Exploration Realisation  Realisation developed to the point of cross contextualisation of understanding across all areas.</p>	<p>EYFS Curricular Goals OR  My Communication including PSHCE Phonics – Little Wandle Maths My Play And Leisure My Outdoor School My Independence My Physical Well-Being The World About Me Creativity – My Art Creativity – My Music Creativity – My Drama My Thinking And Problem- Solving Off-Site Opportunities</p>	<p>Ability to functionally apply Communication, Literacy and Numeracy skills. Cross contextualisation of understanding across all areas.</p>

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<p>Formal / National Curriculum ( SLD / MLD )</p>	<p>Applying knowledge and skills to a range of contexts.</p> <p>Subject specific learning – National Curriculum content.</p>	<p>Timetabled teaching of subjects.</p> <p>Some play based learning for SLD.</p>	<p>Structured and organised</p> <p>Resource rich</p> <p>Motivating resources that support curriculum content and overarching themes and topics</p>	<p>Persistence at adult and self-initiated learning.</p>	<p>EYFS Curricular Goals OR</p> <p>English and Maths Phonics – Little Wandle Computing Science History and Geography Creativity PE Music RE PSHCE Outdoor Learning Off-Site Opportunities</p>	<p>Ability to functionally apply Communication, Literacy and Numeracy skills. Functional application of broader understanding and academic progress.</p>
<p>Accreditations ( KS4 – SLD / MLD )</p>	<p>Applying knowledge and skills to a range of contexts.</p> <p>Subject specific learning – National Curriculum content.</p>	<p>Timetabled teaching of subjects.</p> <p>Option subjects – opportunity to learn life skills in broader context.</p>	<p>Structured and organised</p> <p>Resource rich</p> <p>Motivating resources that support curriculum content and overarching themes and topics</p>	<p>Persistence at adult and self-initiated learning.</p>	<p>Maths English Phonics – Little Wandle Science IT Duke of Edinburgh Award Aspire framework ; Horse riding, Hospitality, Horticulture and Enterprise ASDAN Exploring Aspirations Alternative curriculum ; The Apex Centre and Fast Forward</p>	<p>Provide pupils with the necessary skills and knowledge so that they are able to go forward into their adult lives prepared for the work environment and capable of being independent and productive citizens.</p>

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<p>Preparation for Adulthood ( Post 16 provision – SLD )</p>	<p>Staged progression from the highly supportive environment of school into their lives ' in the real world ' and beyond.</p>	<p>Much of their learning will take place out of the classroom in the wider community.</p> <p>Age appropriate and work related opportunities.</p>	<p>Structured and organised</p> <p>Resource rich</p> <p>Motivating resources that support curriculum content and overarching themes and topics</p> <p>Real-life connections</p>	<p>Persistence at adult and self-initiated learning.</p>	<p>OCR Life and Living – Communication and Numeracy</p> <p>ASDAN Personal Progress and ASDAN PSD : Leisure And Recreation Careers And Enterprise Independent Living Community Inclusion</p> <p>PGL residential</p>	<p>Young adults who are as independent as possible and able to make choices. Young adults who are able to communicate independently when out in the community. Young adults who are able to access the community safely and learn skills to be independent in the community. Young adults who are aware of their health and their well-being.</p>
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What is the impact of our curriculum ?

Assessment for Learning

Positive relationships and interactions, clear learning objectives shared, oral and written feedback that has impact, dialogic talk and rich questioning, developing meta-cognition, moderation underpins ensuring expected progress, effective use of summative assessments, target setting and reviews.

High expectations secured

High attainment and standards, good behaviour and higher attendance, teaching that is consistently good for all, positive learning culture and great progress.

Assessment				
Pathway	Recommended Developmental Assessments	Statutory	Recording	Summative
Pre-Formal - sensory (PMLD)	Quest for Learning key milestones MOVE Rebound Therapy Hollywater Steps 1-3	Engagement Model EYFS Curricular Goals End of Key Stage Assessment EHCP Target Review Phonics assessments	Progress recorded within Earwig – generalisation, fluency, independence and maintenance of skills and knowledge measured.  Personalised targets outlined in EHCP targets across the areas of Cognition and Learning, Communication and Interaction, Sensory and Physical Development and Social, Emotional and Mental Health Development.	Pupil progress meetings with parents each term.  Termly assessment meetings to discuss pupils making little, good or excellent progress.  Annual EHCP review meeting and EHCP target reviews each term.  End of year reports.

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Informal – exploration (CLD / SLD)</p>	<p>Hollywater Steps 4-7</p> <p>Sensory Processing</p>	<p>Engagement Model</p> <p>EYFS Curricular Goals</p> <p>Phonics Screening – Year 1 and Year 2</p> <p>End of Key Stage Assessment</p> <p>EHCP Target Review</p> <p>Phonics assessments</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Semi-Formal – exploration and play (SLD)</p>	<p>Hollywater Steps 8-15</p>	<p>EYFS Curricular Goals</p> <p>Pre-Key Stage Standards</p> <p>Phonics Screening – Year 1 and Year 2</p> <p>End of Key Stage Assessment</p> <p>EHCP Target Review</p> <p>Phonics assessments</p>		

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<p>Formal / National Curriculum ( SLD / MLD )</p>	<p>Hollywater Year 1 to Year 6</p>	<p>Pre-Key Stage Standards</p> <p>Phonics Screening – Year 1 and Year 2</p> <p>Times Tables Check – Year 4</p> <p>End of Key Stage Assessment</p> <p>EHCP Target Review</p> <p>Phonics assessments</p>		
<p>Accreditations ( KS4 – SLD / MLD )</p>	<p>Hollywater Steps 12 – 15</p> <p>Hollywater Year 1 – Year 6</p> <p>Duke of Edinburgh Bronze and Silver Awards</p>	<p>Unit Awards and Entry Level 1, 2 and 3</p> <p>ASDAN Exploring Aspirations</p> <p>Alternative curriculum ; The Apex Centre and Fast Forward</p> <p>EHCP Target Review</p> <p>Phonics assessments</p>		

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Preparation for Adulthood ( Post 16 provision – SLD )	Hollywater Steps 8-15  Hollywater Year 1 onwards  Duke of Edinburgh Silver and Gold Awards	OCR Life and Living ; Communication and Numeracy Entry Level 1-3  ASDAN Personal Progress Award / Certificate / Extended Certificate / Entry Level 1-3  ASDAN PSD Award / Certificate / Extended Certificate / Entry Level 1-3  EHCP Target Review		
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