

Canolfan Addysg Y Bont

Our Curriculum



I ddysgu



To learn

I ofalu



To care

Y cyfle i lwyddo



The opportunity to succeed





Canolfan Addysg Y Bont



Canolfan Addysg y Bont is a day special school, specialising in the care, education and welfare of learners between the ages of 3 and 19 years. We are a specialist school for children and young people with severe learning difficulties, profound and multiple learning difficulties, complex needs and autism. As a school community, we ensure every learner's needs are met, we have a range of expertise throughout the school from our highly skilled teachers, Higher Learning Teaching Assistants and Support Assistants to a range of teams and leaders.

Our aim at Canolfan Addysg y Bont is to support our pupils to:

- Become as independent as they can possibly be.
- Encourage confidence, develop self-worth so they can fulfil their potential.
- Be an active and valued member of their school community and the wider world.
- Provide a safe and nurturing environment where pupils can enjoy and progress in their learning.
- Ensure all learners have a voice and that opportunities are given to express and develop their ideas.
- Prepare pupils for a successful transition from one stage to the other.
- Foster positive relationships with families, outside agencies and the wider community to ensure the best possible outcomes throughout their educational journey and in the future.

Canolfan Addysg y Bont is within walking distance of Llangefni Town which is surrounded by Areas of Outstanding Natural Beauty. This provides excellent opportunities to enhance the provision within CAYB, through providing real life experiences and the opportunity to develop their knowledge and understanding of the world around them.

Our Vision



The school aims to provide the best and most appropriate education to meet the needs of each individual pupil in accordance with their age, ability and interests in a bilingual setting that respects their opinions, wishes and aspirations in a secure environment.

To learn

The staff at Canolfan Addysg Y Bont know pupils' needs very well and works consistently to prepare suitable programmes to ensure that the curriculum is relevant to every individual.



To care

The Bont promotes pupils' social, moral, spiritual and cultural development effectively. There are very effective arrangements for promoting a healthy way of life and pupils wellbeing. The personal care and support is of a high quality.



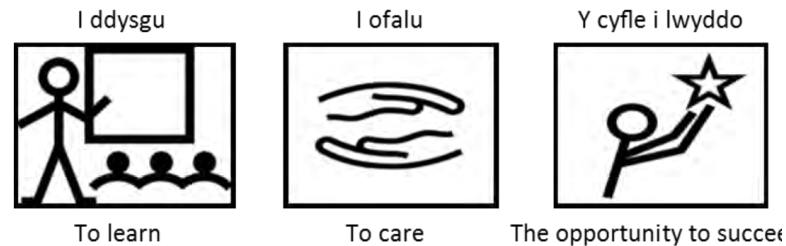
The opportunity to succeed

The school is inclusive and respects diversity and enables everyone at the school to participate fully in school life. The school is committed to ensuring equality of education and opportunities for all pupils, staff, parents and carers.



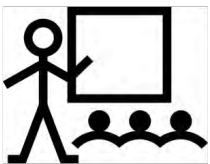
What is the School's curriculum?

Canolfan Addysg Y Bont curriculum model currently consists of three pathways Informal, Semi-Formal and Formal. Pupils follow a curriculum pathway based on their individual learning needs. Each pathway is different, allowing pupils to progress and develop at their own individual pace. We do however, recognise that a flexible approach is required, thus allowing pupils to move between the pathways, when appropriate.



Pupils with PMLD and complex needs follow the Pre-Formal/Informal Pathway. Our pupils at CAYB receive sensory based experiences which develop their engagement and ensures every opportunity to achieve their highest level of independence possible.

Our Semi-Formal curriculum has been designed for our pupils with severe learning difficulties. Pupils are given experiences and opportunities to develop their functional skills, communication, emotional well-being and independence. We feel pupils learn best when learning is related to their own experiences.



Pupils on our Formal curriculum access a more structured, academic approach to their learning. Pupils on this pathway will begin to show progress within the Progression Steps of the new Curriculum for Wales Areas of Learning. Use of statutory frameworks such as the Literacy and Numeracy Framework and Digital Competency Framework are consolidated through practical activities and real life experiences.

Our Values	Our behaviour
Wellbeing and Care	We show empathy, care and concern for the welfare of our learners, their families and the whole school community in a safe and nurturing environment, where everybody's voice is heard and the learner comes first.
Inclusive/Inclusivity	Our pupil centred approach ensures that all learners are given equal opportunities to succeed in their own unique learning style.
Creativity	Our learners are encouraged and empowered to be creative, innovative and entrepreneurial in all that they do.
Resilience and Confidence	Everyone is made to feel proud of themselves and have the confidence to embrace challenges in order to reach and achieve their aspirations.
Happiness and Enjoyment	We support each other ensuring learning is fun and motivating in an environment which promotes the growth of all our learners and the school community
Independence	Independence is at the heart of our learning, every learner is given opportunities to develop their personal interests and preferences in preparation for adult life.
Wales and our Community	We take advantage of our local and wider community protecting our environments and habitats. We celebrate Welshness and other cultures through a broad and varied Curriculum
Togetherness	We work together and support each other within our classes and wider school community to promote a caring, respectful and supportive environment.

4 Purposes of the Curriculum for Wales

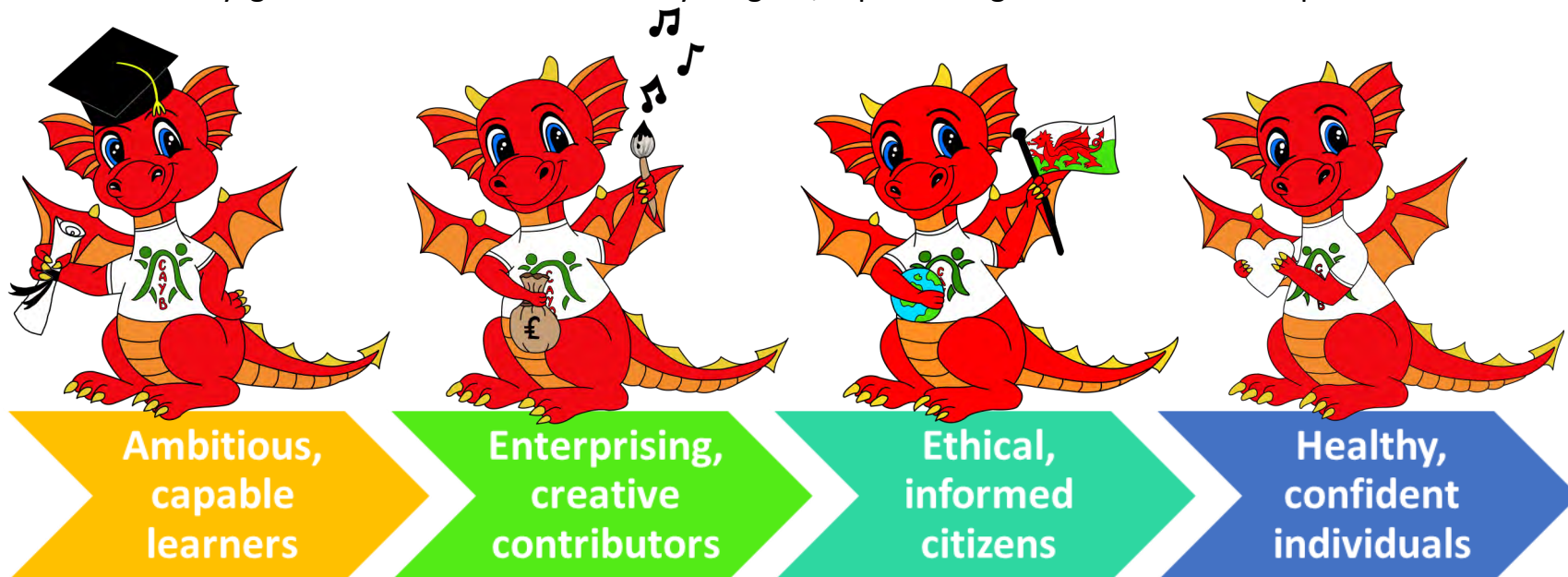
All children and young people will be supported in becoming:

- **Ambitious, capable learners** who are ready to learn throughout their lives
- **Enterprising, creative contributors** who are ready to play a full part in life and work
- **Ethical, informed citizens** who are ready to take part in Wales and the world
- **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.



4 Purposes of the Curriculum for Canolfan Addysg Y Bont

In light of the Curriculum reform for Wales we have adapted the Four Purposes of the new curriculum and personalised them for us here at Canolfan Addysg Y Bont. Meet our four friendly dragons, representing each of our Four Purposes.



12 Pedagogical Principals

Here at Canolfan Addysg y Bont our curriculum is designed through the implementation of three learning pathways. Our curriculum design within each of the three pathways are underpinned by the 12 pedagogical principles. The three pathways enable teaching staff and their teams to consider the why, the how as well as the what so that we are able to develop a deep understanding of good teaching and learning, thus realising the Four Purposes of the Curriculum for Wales for each learner. Our reflection and assessment processes throughout each school year give opportunities for whole school staff to evaluate and reflect the effectiveness of both provision and pedagogy. As a result, this allows us as a school community to continue to develop as a learning organisation, engaging in professional learning.

Create authentic contexts for learning

Encourage learners to take responsibility for their own learning

Support social and emotional development & positive relationships

Encourage collaboration

Sustained pupil effort to reach high but achievable targets

Employing a broad repertoire of teaching approaches

Promote problem solving, creative & critical thinking

Build on previous knowledge & experience to engage interest

Focus on the 4 Purposes

Use assessment for learning to accelerate progress

Make connections within & across Areas of Learning & Experience

Reinforce Cross Curricular Responsibilities, Literacy, Numeracy, Digital Competence

Planning

CAYB provides a personalised, broad, balanced and relevant curriculum for all pupils at the school irrespective of their needs, age and development. Our pupils are given opportunities to practice, generalize and apply their skills and knowledge through various experiences whether it is at school or in the wider community. Our curriculum is all the planned experiences we offer to our pupils both in school and the wider community. We have pupils of all abilities at Canolfan Addysg y Bont, in order to meet the needs of all our pupils we have developed 3 different pathways: Each pathway has a different approach designed to meet the learning needs of the pupils. The curriculum for all pupils is based on their own Individual Development Plan (IDP), their aspirations and outcomes.

At Canolfan Addysg Y Bont we provide pupil centred work programmes for our learners. These work programmes are developed inline with their baseline assessments which are implemented on a daily basis. Emphasis is placed on giving learners the time and opportunities to acquire, practice and apply their knowledge and skills in order to embed their learning. This creates a solid foundation for the next stages of their learning, building on their experiences and progress. These skills and experiences can be transferred to the world of work, enabling our learners to adapt and become as independent as possible in the modern world.

Our learners will also have opportunities to develop their knowledge, understanding and personal interests through topic based activities and various accreditations. Our pupils following the Semi-Formal and Formal pathway play a key role in our planning of our topic based activities. Rich, broad and deep life experiences are provided through; outdoor learning activities, visits out of school, visitors to school, collaboration with Further Education and collaborating with mainstream schools.

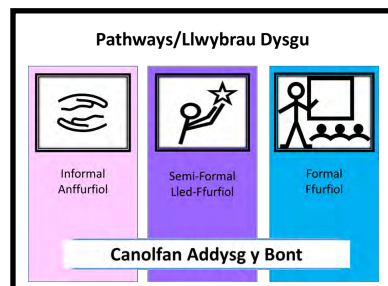
Our accreditation and awards in the Secondary Department ensures a breadth of experiences for our learners providing a holistic approach to develop their independent skills in preparation for adult life.



Informal

We recognise at Canolfan Addysg y Bont that all pupils have the right to education that caters for their individual needs. Pupils following the informal pathway do not follow subject specific learning. Our pupils follow a bespoke and tailored curriculum where they can develop at their own pace. Our aim is to provide a pupil centered curriculum that is based on each individuals needs, interests and aspirations. We focus on learners communication and social interaction skills, early cognitive development and their interaction with their environment. The curriculum is designed to give pupils every opportunity to develop life-skills in preparation for their future and adult life. All mandatory elements of the Curriculum for Wales including their Individual Development Plan (IDP) outcomes ensure every opportunity to achieve the Four Purposes.

Staff work closely with all the therapists and other agencies involved with individual pupils and this multi-disciplinary team approach provides a continuity of education in holistic fashion to meet all of our pupils needs.





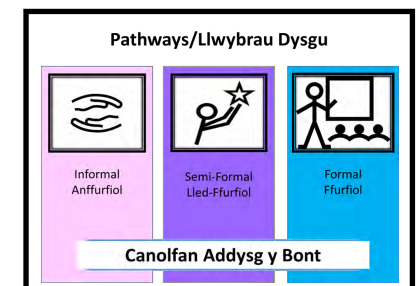
Semi-formal

Pupils who follow the Semi-Formal Pathway are working at a lower than age-expected rate in all areas of their development. Our learners following this pathway have a varied range of needs and so our classes are varied in terms of both provision and experiences. It is important to note that the pupils may span across more than one pathway depending on their needs, learners have access to activities and experiences within our pathways as appropriate thus ensuring a pupil centred approach for all. All mandatory elements of the Curriculum for Wales including their Individual Development Plan (IDP) outcomes ensure every opportunity to achieve the Four Purposes.



Pupils with SLD are still 'learning how to learn' here at CAYB, every opportunity is given to ensure that pupils develop their independent living skills in preparation for adult life. This includes employability skills, to be able to live as independent as possible and to be active members of their local community. Every effort is made to include the learners interests and aspirations and needs which is reflected in their annual IDP outcomes. We regularly review and reflect our provision, asking ourselves the following:

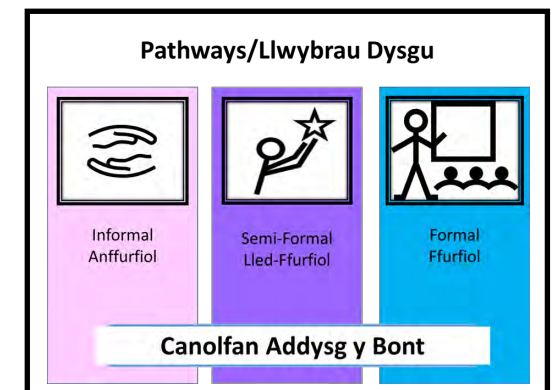
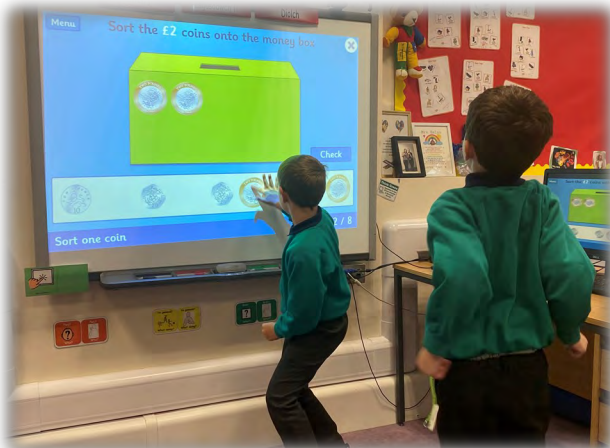
1. Why are we teaching what we are teaching?
2. What might we expect learners to be able to do, and be, by the time they leave school?
3. How might our curriculum enable this?





Formal

Pupils on our Formal curriculum are beginning to access a more structured academic approach to their learning, with the acquiring of independent skills remaining a main priority. Pupils on this pathway will begin to show progress within the Areas of Learning and Experience of the New Curriculum for Wales. All mandatory elements of the Curriculum for Wales including their Individual Development Plan (IDP) outcomes ensure every opportunity to achieve the Four Purposes. Emphasis is placed on statutory skills frameworks such as the Literacy and Numeracy Framework and the Digital Competency Framework which are consolidated through practical activities and real life experiences. Pupils in the Secondary Unit will pursue accreditation that are recognized nationally, through both the ASDAN and Agored Cymru qualifications. There are opportunities within the Formal Pathway to experience activities that encompass the six Areas of Learning and Experience of the Curriculum for Wales.



Health and Well-being

At Canolfan Addysg Y Bont we are committed to supporting the positive mental health and wellbeing of our school community (children, staff, parents and carers).

We support the Well-being needs of all our learners to ensure that they enjoy their learning and feel safe, happy and confident to take part in all aspects of school life.

Health and well-being is at the heart of Canolfan Addysg Y Bont. Every effort is made to develop healthy and strong individuals with a positive attitude towards their learning, within a caring and nurturing environment.

All members of our school community play an integral role in promoting a positive ethos encouraging learners to thrive, progress and develop their skills and strengths in preparation for adult life.

We empower pupils to engage and invest in their learning through the use of our learning power characters; Dewi Dyfalbarhau, Carys Canolbywntio, Cairo Cydweithio and Mia Mwynhau.

We support our learners through the implementation of various programmes such as Elsa and Seasons for Growth and Healthy Schools. We are currently in the process of embedding the statutory Emotional and Mental Health and Well-being framework. This will ensure that there is a high priority placed on Health and Well-being throughout the whole school.

Families and Community

Collaborating with our parents/ carers and our school community is paramount to us at Canolfan Addysg Y Bont. We provide various opportunities for parents to develop their knowledge and understanding of programmes and interventions that we offer the pupils. We have a strong relationship with local colleges, community supported provisions as well as local businesses.



Cross-curricular Skills







Our provision at Canolfan Addysg Y Bont utilises the statutory cross curricular skills which enables our learners to work towards achieving the Four Purposes.

The three cross curricular skills, Literacy, Numeracy and Digital Competency are embedded across our three Learning Pathways enabling all individuals to have access to the appropriate provision in order to prepare them for future life and work.

Our learners have opportunities across our the Learning Pathways to;

- Develop communication skills
- Use number and problem solving within real life situations.
- Use a variety of technologies to help them communicate and make sense of the world around them.

The 6 Areas of Learning and Experience

Expressive Arts 	Health and Well Being 	Languages, Literacy, Communication 	Humanities 	Mathematics and Numeracy 	Science and Technology 
Music Art Drama Dance	Physical Education PSHE	Welsh/ English Reading Writing Oracy	Geography History Religious Education	Number Handling Data Space, Shapes and Measure	Science Design and Technology Food Technology Information Technology

Cross-Curricular Skills

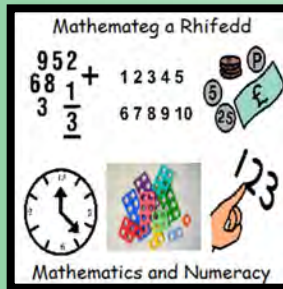
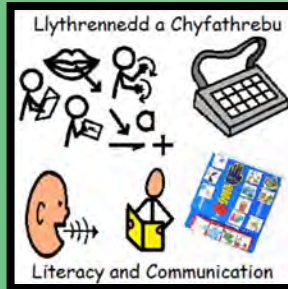
<u>Literacy Framework</u>	<u>Numeracy Framework</u>	<u>Digital Competency Framework</u>
<ul style="list-style-type: none"> • Oracy • Reading • Writing 	<ul style="list-style-type: none"> • Developing numerical reasoning • Using number skills • Using Measuring skills • Using Data skills 	<ul style="list-style-type: none"> • Interacting and collaborating • Citizenship • Producing • Data and computational thinking

Cross-Cutting Themes

Relationships and Sexuality Education	Human Rights Education and the United Nations Convention on the Rights of the Child	Diversity	Careers and Work-related experiences	Local, National and International Context
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Languages, Literacy, Communication

- PECS
- Makaton
- Attention Autism
- Sensory Stories
- TACPAC
- SAFMEDS
- Reading Eggs
- Language for Thinking
- Colourful Semantics



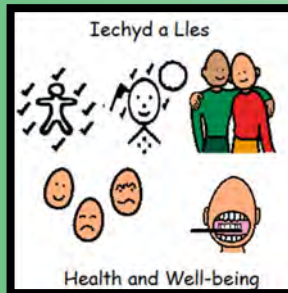
Mathematics and Numeracy

- Numicon
- RMeasimaths
- SAFMEDS

Y 6 Maes Dysgu a Phrofiad

Health and Well Being

- Sensory Circuits
- Hydrotherapy
- Sherbourne
- Rebound Therapy
- Police Liaison Officer
- ELSA
- Body Massage

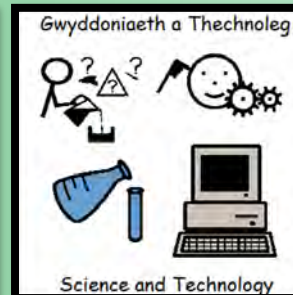
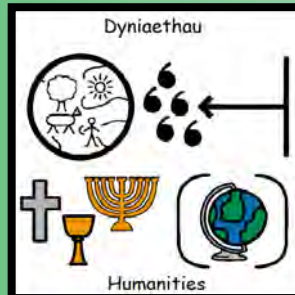


Expressive Arts

- Music therapy
- Dance
- Dance Massage
- Sounds of Intent
- Art Therapy
- Film and Photography

Humanities

- Horticulture
- Geography
- History
- Religious Education



Science and Technology

- Sensology
- Eye Gaze
- AAC devices
- Proloquo2go
- Purple Mash
- Science



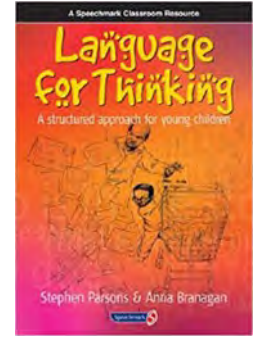
ASDAN
Registered Centre



Grid 3



purple mash



Reading
eggs

Seesaw



PYRAMID EDUCATIONAL
PECS
CONSULTANTS

SUZUKI MUSIC
LEARNING WITH LOVE

Agored Cymru
Creu cymwysterau, gwobrwyo cyrhaeddiad i Gy!
Creating qualifications, rewarding achievement

KUMON

EIKlan
aiming high with communication



Google Classroom

active SUPPORT



Enabling Learners

This curriculum links to the principles of child development as well as to the Four Purposes. It provides a variety of experiences within a range of contexts.

We use this curriculum alongside our knowledge and experiences to reflect and respond to the individual needs of the pupils following the Informal Pathway. Effective planning allows us to make the best use of our school environment and resources.

There are five developmental pathways that play an important role in the learning and development of our pupils. These pathways have been developed to ensure pupils on the Informal pathway are supported to make progress at their own pace.

- Belonging
- Communication
- Exploration
- Physical Development
- Well-being



Observations

Observation plays a key role at Canolfan Addysg Y Bont, it helps us to find out what motivates, interests and engages our learners. We use these observations to support our planning. We observe our pupils throughout the day, both indoors and outdoors. We consider when and how best to interact with our learners during learning. Our observations assist us in our planning of future learning experiences.

Assessing Pupils

Assessment aims to find what our learners can do, it enables each learner to make progress at an appropriate pace ensuring they are supported and challenged. It informs our staff of the learners emotional, social, cognitive and physical development across the five developmental pathways. This enable us to implement strategies which motivates their learning. We understand that learning is not linear and different learners will progress in different ways. Assessment supports us to provide experiences in an environment that supports every pupils learning.



Assessment and Progress

Formative assessment is used at CAYB to support teachers and their class teams to identify the relevant teaching and learning approaches to ensure pupil progress. Meaningful, relevant and challenging learning experiences are delivered in-line with the pupils' individual development plans (IDP) outcomes. Teachers set targets on a termly basis, these are the pupils personal learning intentions (PLI's) Teachers provide a broad and balanced curriculum to ensure the PLI's are achievable in their everyday learning. Every class team captures pupils progress through a range of methods, this evidence varies according the individual pathway pupils are following. Pupil progress is reported to parents formally three times a year via annual review of the IDP, Progress report and end of year reports.

Internal moderations ensure provision and delivery of our curriculum is quality assured. External moderations validate our teaching and learning of our pathways at CAYB. Summative assessment is captured through a whole school assessment tool and accreditations in Key Stage 4/5. The Senior Management

Team regularly moderate and review the impact and effectiveness of these systems to ensure pupils progress can be shown in the best possible way.

At Canolfan Addysg y Bont we believe that not one assessment fits all of our learners. We feel a variety of assessments is required, ensuring all progress is captured and considered. Tools that support our assessment processes include; learning walks, monitoring cycles, Assessment for Learning approaches within the classroom, pupil progress meetings and listening to learners.

Assessment Systems at Canolfan Addysg y Bont		
<u>Informal Pathway</u>	<u>Semi-Formal</u>	<u>Formal</u>
Routes for Learning Foundation Phase Profile Personal Learning Intentions (Termly Targets) Accreditation MAPP (SIP 22/23) Engagement Profile and Scale (SIP 22/23)	Foundation Phase Profile Assessment of Basic Learning and Language skills (ABLLS) Bsquared / Adult Bsquared Curriculum Diagnostic Assessments Accreditation MAPP (SIP 22/23) Engagement Profile and Scale (SIP 22/23)	Bsquared Accreditation/Qualifications Diagnostic Assessments

Transition



Pupils enter Canolfan Addysg Y Bont at reception age, mostly from the pre-school assessment unit (ABC). Pupils start their educational journey following an Early Years Moderation Panel.

Secondary - Some pupils transition from Secondary mainstream schools to Canolfan Addysg y Bont.

Adult Transition—Students present at the school at the age of 18 will transition to adult services but remain at the school until they are 19 years of age (Year 14).

Primary - Some pupils transition from Primary mainstream schools, mostly from Year 6 into Year 7.



If and when the time is right, pupils from CAYB can transition to mainstream settings. The views, wishes and feelings of parents, pupils and professionals are always considered during this process. Discussions/planning regarding transition often begin during a pupils IDP annual review. Opportunities are available, where appropriate, in both the Primary and Secondary Department.

School Leavers Transition:

Some students will transition to post 16 provision in Year 12 however, most students will remain at the school until Year 14. Nearly all pupils in the Secondary Department attend college link courses, ensuring a smooth transition for when they leave school.

