



Compass Centre Curriculum Intent, Implementation and Impact

Intent	<p>Through a highly personalised and bespoke curriculum, our Compass Centre aims to provide our most complex and challenging pupils with a unique learning environment and educational activities that will help them to regulate, develop behaviour for learning and increase their engagement so that they can gain the skills to become functional and independent adults. It is key that students can transfer skills and can regulate themselves across all settings and when out in the local community. Our key fundamental is in ensuring our pupils gain a sense of belonging, feel safe and secure, and are encouraged to build positive attachments and reciprocal relationships with key adults to aid their physical and emotional regulation. Our curriculum intends to build confidence, resilience, self-help strategies so that pupils are ready to learn new knowledge and skills appropriate to their level of development and appropriate to their learning pathway.</p>		
Implementation	<p>Our Compass Centre curriculum is bespoke and highly personalised for each student and encompasses the following areas:</p> <ul style="list-style-type: none"> • Cognition and learning • Communication and interaction • Social, emotional and mental health • Physical and sensory • Independence and self help • Behaviour for learning <p>We offer 3 learning pathways dependent upon learning needs.</p>		
	Explorers	Investigators	Adventurers
	<ul style="list-style-type: none"> • 1:1 support • Personalised sensory diet • Individualised timetable • Repetition learning • Developing independence • Making choices • Engagement Model • Developing attention and concentration skills 	<ul style="list-style-type: none"> • 1:1 support • Personalised sensory diet • Individualised timetable • Repetition learning • Developing independence • Making choices/showing preference • Engagement Model • Developing early learning skills • Developing a readiness to learn 	<ul style="list-style-type: none"> • 1:1 support • Personalised sensory diet • Individualised timetable • Developing independence • Developing independent learning • Adult led, small group learning • Application of skills and knowledge within functional situations • Functional Skills

	<ul style="list-style-type: none"> Supported participation Attention Autism 	<ul style="list-style-type: none"> ASDAN personal progress qualification Attention Autism 	<ul style="list-style-type: none"> Subject specific learning ASDAN personal progress qualification Functional skills assessments Attention Autism
Impact	<p>Within our Compass Centre, our students will have gained the skills and knowledge needed to prepare them for the next phase of their education and ensure they are prepared for their adult life. They will have secured appropriate and successful pathways onto the next stage of their education and ultimately into post 19 provision. This is evidenced through observation, assessments and recorded through Evidence for Learning.</p>		
	Explorer	Investigator	Adventurer
	<p><u>Pupil Voice</u> Pupils have a formal way of communicating their wants, needs and frustrations and have trust and confidence in trusted adults to support them.</p> <p><u>Evidence in Skills</u> Pupils have communication skills which they can apply for a functional purpose. They readily accept new experiences and have the skills to regulate with the support of trusted adults.</p> <p><u>Evidence in Knowledge</u> Pupils know trusted adults can meet their needs and keep them safe.</p> <p><u>Preparation for Adulthood</u> Pupils can confidently influence their immediate environment. They can accept and build new trusting relationships and are prepared for transitions.</p>	<p><u>Pupil Voice</u> Pupils have an effective way of expressing themselves and have an awareness of and can control their immediate environment. They understand the value of and initiate reciprocal conversations.</p> <p><u>Evidence in Skills</u> Pupils have established communication skills and show confidence in applying learnt skills in a range of contexts.</p> <p><u>Evidence in Knowledge</u> Pupils can successfully communicate with others and know a range of ways to regulate and can indicate if they need help.</p> <p><u>Preparation for Adulthood</u> Pupils have acquired and are able to apply independence skills in a range of situations.</p>	<p><u>Pupil Voice</u> When communicating, pupils are confident, self-assured and understand and celebrate their strengths.</p> <p><u>Evidence in Skills</u> Pupils have embedded functional skills consolidated across the whole curriculum. They readily acquire new skills with minimal support.</p> <p><u>Evidence in Knowledge</u> Pupils know a range of functional skills which they can apply in familiar and unfamiliar situations. They know how to independently self-regulate and know how to form and maintain relationships.</p> <p><u>Preparation for Adulthood</u> Pupils have a range of functional life skills which they can apply in different contexts. They can apply a range of strategies to self-regulate in</p>

			everyday life.
--	--	--	----------------