

Narrative to accompany the provision map of Education at Vbranch House.

At Vbranch House we recognise that there are a wide range of individual and unique needs among our pupil population and that these are ever-changing. Our Core Offer is continually growing and adapting to meet the needs and aspirations of the children, and the families, we serve. The 'Vbranch Individual Education and Wellbeing' (VIEW) Curriculum is a key part of our educational provision and describes an individual's assessed needs and projected areas of development as they progress through the school. Within our secondary and Post 16 provision, we have the capacity to continue that developmental journey with our pupils into adulthood.

We understand that all our pupils are individuals, but our aim is for all pupils to pass through key phases of learning: 'Learning *how to Learn*', 'Learning by Exploration' and 'Learning for Living'.

'Learning *how to Learn*'— it is often-made assumption that a child will come to school pre-disposed to learning having watched parents, siblings and peers in their daily interactions and gained from this 'incidental learning'. For a number of reasons around physical difficulties and delayed cognitive development, this is simply not the case for many of the pupils joining us in the Primary area of the school. To address this disruption to incidental learning, we base all our assessment and intervention work on the individual and unique presentation of need, abilities and indications of learnt skill that are gained from our multi-disciplinary initial assessments. In this phase of learning, children are becoming aware of what they are able to do, how to recognise when they need support and how to request such support.

'Learning by Exploration'—in this phase children are now applying their newly developed skills for learning from the previous phase and *applying them* in the exploration of everyday experiences. These 'experiences' are the vehicle by which the formal teaching of knowledge and new skills, as well as coaching to meet personal goals, are delivered by our highly skilled teachers. In effect, all relevant aspects of literacy, numeracy, science, ICT, RE and a myriad of other traditional subjects are delivered in contexts which are meaningful to our pupils whilst giving them the opportunity to demonstrate and recognise what they know and can do. Programmes provided by the Assessment and Qualifications Alliance (AQA) introduced at this stage also starts the transition from School to College and on into adulthood.

'Learning for Living'—Much as children and young people in any other setting, our pupils face many challenges, choices and decisions once they reach College age, such as "Where do I want to live/work/go when I leave college?" Our 'learning for living' phase builds upon all the knowledge and skills our pupils have acquired in the previous phases to access information and make informed decisions about the things that really matter to them. The AQA programmes started in the previous phase are built upon and, where appropriate, added to with accreditation and social enterprise/vocational skills that will help our pupils gain access to the world of work, be that supported paid employment or voluntary work.

We know that some of our pupils have complex and degenerative medical conditions that mean that 'maintenance' of skill is as much a priority as learning new skills. We also know that some pupils will have life limiting medical conditions which necessitate all those working with these children to plan ahead for a gradual loss of skills and an increased need for support.

In order to describe our educational provision in a meaningful way that can be readily understood by all our stakeholders, we have produced the diagram below. This depicts the phases of learning, levels of need and age-related milestones in education for all pupils at Vbranch House.

Progression of Educational provision at Vbranch House.

Phase of Learning	'Learning <i>how to Learn</i> '			'Learning by Exploration'		'Learning for Living'	
Overall Cognitive and Physical trajectory, with time	Primary (2 to 7yrs)			Secondary (11 to 16yrs)		College (16)	
	Early Years, 2 to 5yrs	Key Stage 1, 5 to 7yrs	Key Stage 2, 7 to 11yrs	Key Stage 3, 11 to 14yrs	Key Stage 4, 14 to 16yrs	Key Stage 5, 16 to 19yrs	
	The Vbranch House Core Offer and underpinning VIEW Curriculum remain a feature of Education throughout all Phases of Learning						
Remediation	Early Multi-Disciplinary Assessment and Interventions	* Acquisition of foundation communication, interaction and physical skills	* Practicing skills learnt in the Early Years(EY) and building upon foundation knowledge	*Refining of skills and extending knowledge gained at KS1 * Late KS2: Commence Pre-Functional Skills in preparation for transition to VH Secondary or next provision	* Commence Functional Skills /AQA Unit Awards in preparation for transition to VH College or next provision	* Continue AQA Functional Skills in preparation for transition to VH College or next provision * Complete AQA Unit Awards	* Completion of AQA Functional Skills * Social Enterprise or additional Vocational AQA units to develop work-based skills * Preparation for transition to Adult Services or next provision
Maintenance		* Assessing potential skills and functioning → project areas of development * Acquisition of foundation communication, interaction and physical skills * Develop learning dispositions and aptitudes	* Practicing skills learnt at EY and building upon foundation knowledge	* Refining of skills and extending knowledge gained at KS1 * Late KS2: Commence Pre-Functional Skills /AQA Unit Awards in preparation for transition to VH Secondary or next provision	* Maintenance of skills and knowledge acquired in Primary * Complete Pre-Functional Skills /AQA Unit Awards in preparation for transition to VH College or next provision	* Maintenance of skills and knowledge acquired at prior Key Stages * Commence AQA Functional Skills in preparation for transition to VH College or next provision	* Completion of AQA Functional Skills * AQA Vocational units to match interests and aspirations * Preparation for transition to Adult Services or next provision
Maintenance / Deterioration		* Assessing potential skills and functioning → project period of maintenance, plateau and deterioration * Acquisition of foundation communication, interaction and physical skills	* Practicing skills learnt at EY and learning through structured interaction * Experience building	* Maintenance of skills and knowledge acquired in EY/KS1 * AQA Unit Awards in preparation for transition to VH Secondary or next provision	* Maintenance/ adaptation of skills and knowledge acquired in Primary * Continuation of AQA Unit Awards in preparation for transition to VH College or next provision	* Maintenance/ adaptation of skills and knowledge acquired in Primary * Completion of AQA Unit Awards in preparation for transition to VH College or next provision	* Maintenance of skills and knowledge acquired in Secondary * Extension of AQA Unit Awards in preparation for transition to Adult Services or next provision