

Curriculum Organisation and Structure

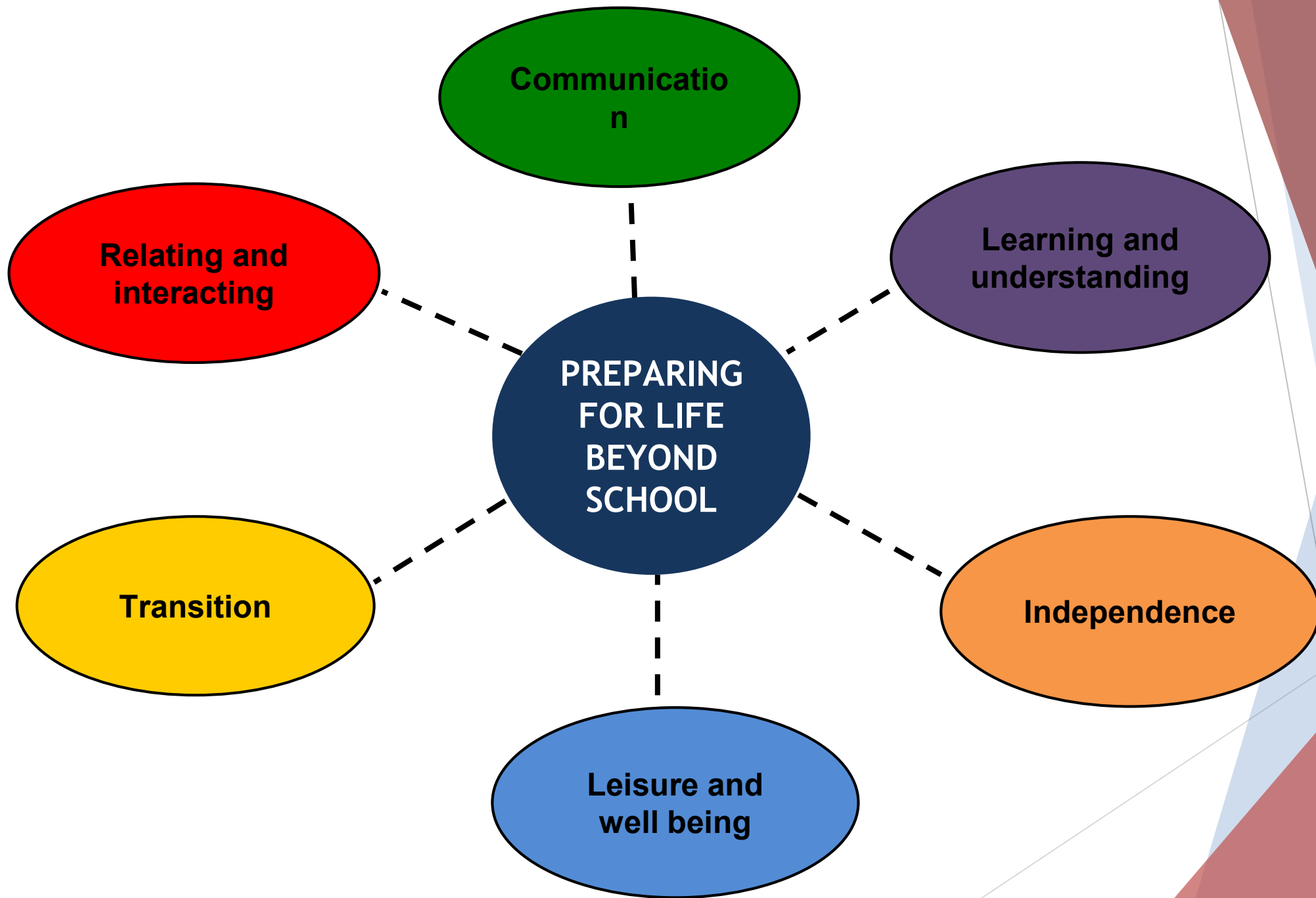
2021-22

Curriculum 2021-2022

- ▶ Intent: Preparing for learning beyond life through 6 areas of learning
- ▶ Collective aims

- ▶ Implementation
 - ▶ Approach to learning
 - ▶ Structure
 - ▶ Organisation
 - ▶ Areas of learning

- ▶ Impact
 - ▶ Basket of indicators
 - ▶ Measure of success



Intent : Preparing for life beyond school

Collective aims

COMMUNICATION

To request and communicate their needs in their preferred method with a wide range of people and in different contexts.

LEARNING AND UNDERSTANDING

To engage in learning which equips them with skills that prepares them for life beyond school.

To gain appropriate qualifications that reflect their ability.

INDEPENDENCE

To develop secure independent thinking and functional life skills that can be transferred into adult life and employment, where possible.

LEISURE AND WELLBEING

To feel confident and self-assured.

To be aware of the importance of a healthy lifestyle.

To be proud of their achievements.

TRANSITIONS

To manage changes in life circumstances, environment and physiological development with the use of appropriate strategies.

RELATING AND INTERACTING

To form positive relationships with other students and adults.

To respect other's culture, religions and gender.

To support the values of the school and wider community

Implementation: Our Approach to Learning

Curriculum Learning Pathways

- Curriculum is designed into 3 learning Pathways:
 - Pathway 1: PH+ Functional Skills curriculum
 - Pathway 2: Semi Formal curriculum
 - Pathway 3: Formal curriculum
- Provide inclusive and equal opportunities for all students.
- Students are given the opportunity to develop to their full potential through environments that best meet their need.

Benefits

- Classrooms equipped and organised to meet specific needs/ preferred learning style.
- Greater opportunities to build key skills.
- Appropriately skills staff are allocated.

Teaching and Pedagogy

- The curriculum is informed by the individual student and provides a framework that enables them to maximise their life experience.
- Students do not necessary follow a typical developmental trajectory.
- More conventional pedagogical approaches are used, as appropriate.
- Contextual and holistic teaching approaches are used to enable learning. These are supported with multi – disciplinary collaboration to meet the learning needs of individual students through:
 - Specialist, Targeted and Universal approach included – PERMA, principles of TEACCH, SPELL, Positive Behaviour Support.
 - Communication programs that includes PECS, Sign along, Intensive interaction, sensory integration circuits, Attention Autism, Read Write Inc and Supporting Social, emotional and mental health is supported with the THRIVE approach permeates teaching and learning.
 - Physical and sensory development programs of study such as traditional PE, which includes, Yotisim, rebound therapy and individual sensory programs to access learning.

Implementation - Structure

Learning approach / Curriculum Structure 2021-22

Pathway 1 PAF1-4



Pathway 2 PAF 5-8



Pathway 3 PAF 9+

In Pathway 1 students follow the PH+ Functional skills Curriculum. Students in Pathway 1 have complex learning needs and have a combination of sensory processing/communication/interaction difficulties, which in some cases presents with self-injurious behaviours. It is a person-centred whole approach curriculum, designed to enable students to learn functional skills and experience a range of activities through preferred learning activities, meeting students sensory needs, which will subsequently enable them to engage in learning towards independence. The Focus is on developing on the key skills of communication, cognition, independence and self care in a engaging and stimulating environments. Students will have the opportunity to pursue accreditation in ASDAN Towards Independence at KS4 and NOCN personal progress at KS5.

Students in Pathway 2 follow the Semi-Formal Curriculum. Students have severe learning difficulties and some have a complexity of needs and emergent communication, social and interaction skills. They have an inconsistent learning profile and learn best through a combination of experiential learning and a topic-based approach. Life skills permeate throughout the curriculum and focuses on real life experiences and application in engaging and stimulating environments. Students have the opportunity to pursue accreditation in ASDAN Life skills challenges at KS3 (year 9) and ASDAN, Transitional challenges at KS4 and at KS5, NOCN accreditation.

Students in Pathway 3 follow the Formal Curriculum. Students have developing communication, social and interaction skills. They have a more consistent learning profile and are able to access the range of National Curriculum subjects for their Key Stage, for example maths and computing. It aims to develop higher order thinking skills, such as critical thinking and problem solving as well as functional skills and employability and independence skills. Students have the opportunity to work towards nationally recognised accreditations; at KS4, ASDAN Personal Development programs and at Key stage 5, NOCN accreditation, Arts Award and OCR Entry Level courses.

Implementation – Organisation

Pathway 1: PH+ Functional Skills Curriculum

Aims

- To develop cognition, communication, independence and self-care.
- To increase attendance at activities and complete tasks.
- To develop skills that will be useful in adult life,
- To develop learning, co-operation, social and communication skills through the presentation of and involvement in tasks that are meaningful, relevant and motivating.
- To meet sensory needs in order to support learning.

Therapeutic Provision

- Most students have a 'specialist' level of therapy input from the therapy department; O.T, SaLT and Music.
- All students have a communication and sensory passport which outlines needs that must be met before learning can take place.

Assessment

- Tracking sheets- recording outcomes for all practical activities and progress towards these outcomes
- Progress Towards meeting short term outcomes using Evidence for learning.
- Silsaf - which records progress towards independence.
- Engagement profiles-- which record progress in levels of engagement using the Engagement for Learning model.
- Thrive assessment

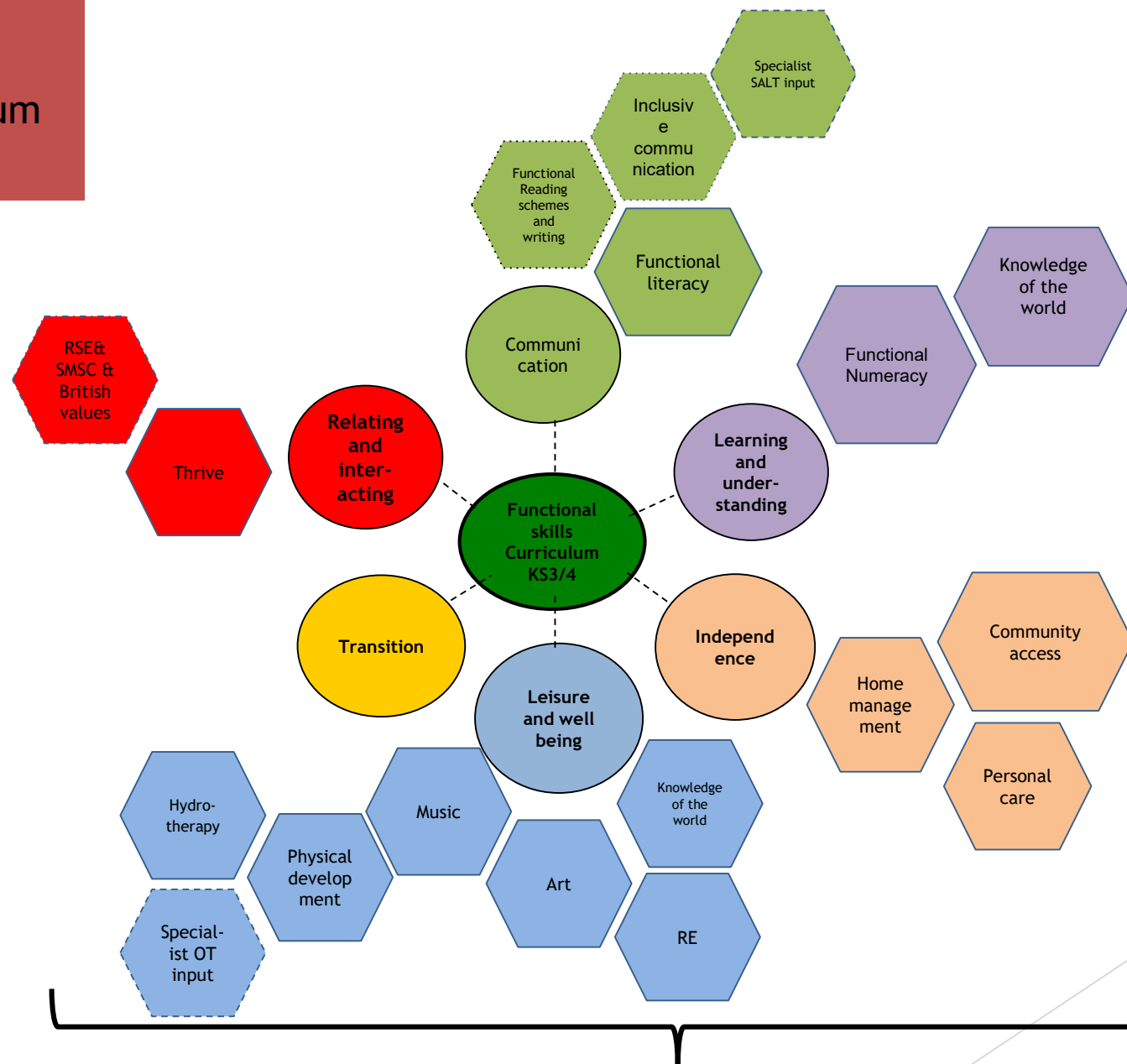
Approaches to Learning

- Contextual and Multi disciplinary approach.
- Small learning groups with a high level of support and personalised instruction.
- Engagement through practical and interactive activities.
- Sensory needs must be met before engaging in activities that develop functional skills.
- Personalised and structured timetable includes preferred learning activities and sensory needs.
- Learning takes place in a functional setting and sometimes at individual workstations, which rotates with practical learning experiences and preferred learning activities.
- Total communication used to develop communication and cognitive skills.

Accreditation:

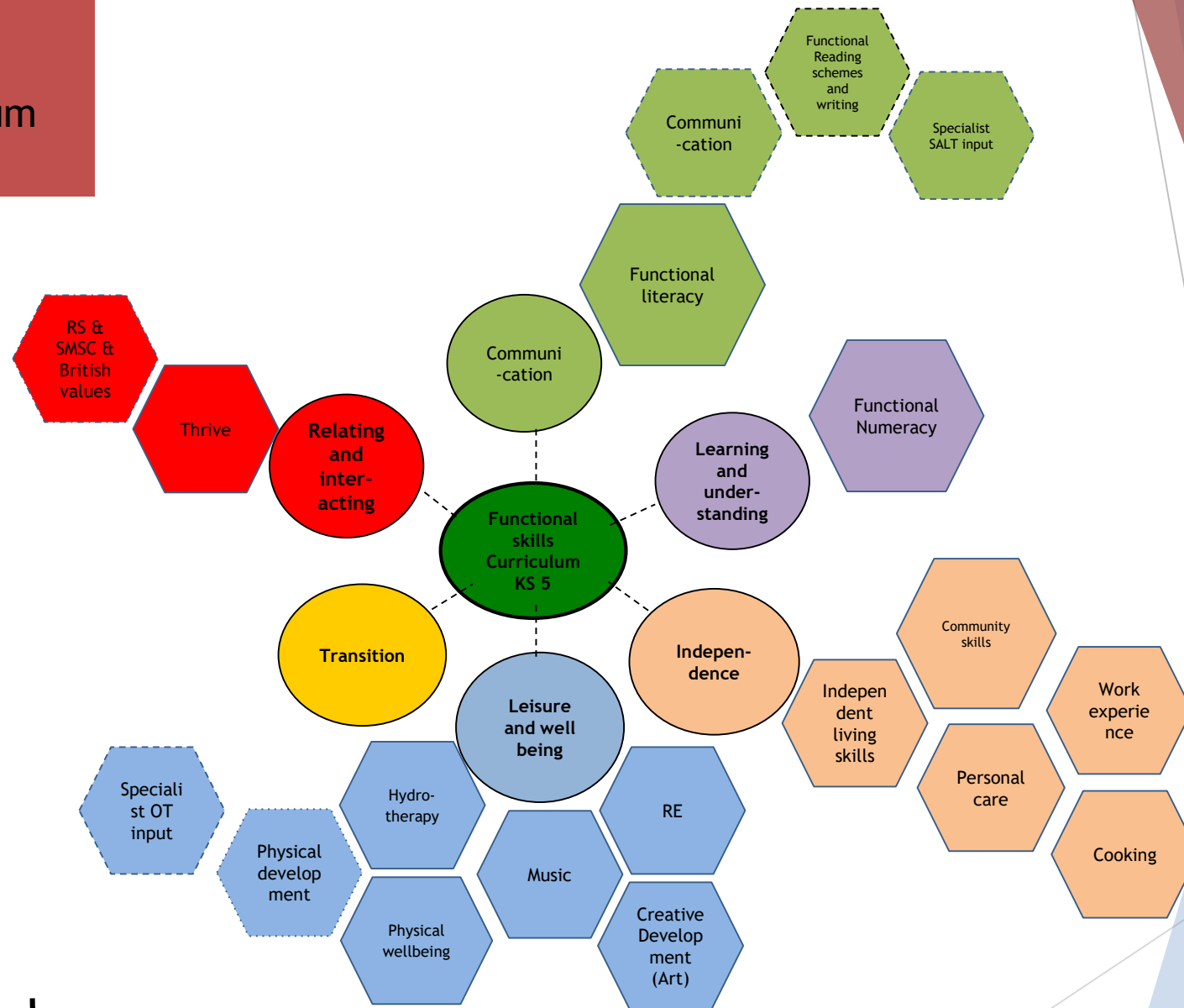
Year 11 complete ASDAN Towards independence – Starting out and Sensory communication.
KS5- NOCN - personal progress modules.

Areas of learning PH+ Functional Skills Curriculum KS3 and KS4



The termly topic themes draw together each aspect of the curriculum and provides a topic focus

Areas of learning PH+ Functional Skills Curriculum KS5



The topic themes draw together each aspect of the curriculum each term and provides a topic focus

Implementation – Organisation

Pathway 2: Semi-Formal Curriculum

A practical life skills approach. Students benefit from a wider range of community opportunities which is essential for their learning and development.

Aims:

- For students to
 - become more competent communicators;
 - develop independence and life skills;
 - develop a greater awareness of themselves and their capabilities;
 - develop in self-esteem and confidence;
 - apply their knowledge where possible;
 - develop social interactions
- To provide relevant breadth and balance of learning opportunities.
- ~~To offer access to relevant inclusion opportunities.~~

Therapy Input:

- Most students have a 'targeted' level of therapy input from the therapy department; O.T, SaLT. Some students may have a 'specialist' level of input in relation to need.
- Students have Communication and sensory diet profiles.
- Some students have a communication and sensory passport which outlines needs that must be met before learning can take place.

Approaches to Learning:

- Themes hold a 5 year cycle together.
- Skills in ICT permeate throughout the curriculum.
- Mixture of contextual and practical learning and structured teaching
- Combination of individual and group instruction.
- Teaching embraces the immediate and wider community, life skills, experiences and offers social opportunities.
- Independent thinking skills and problem solving skills are promoted and developed.

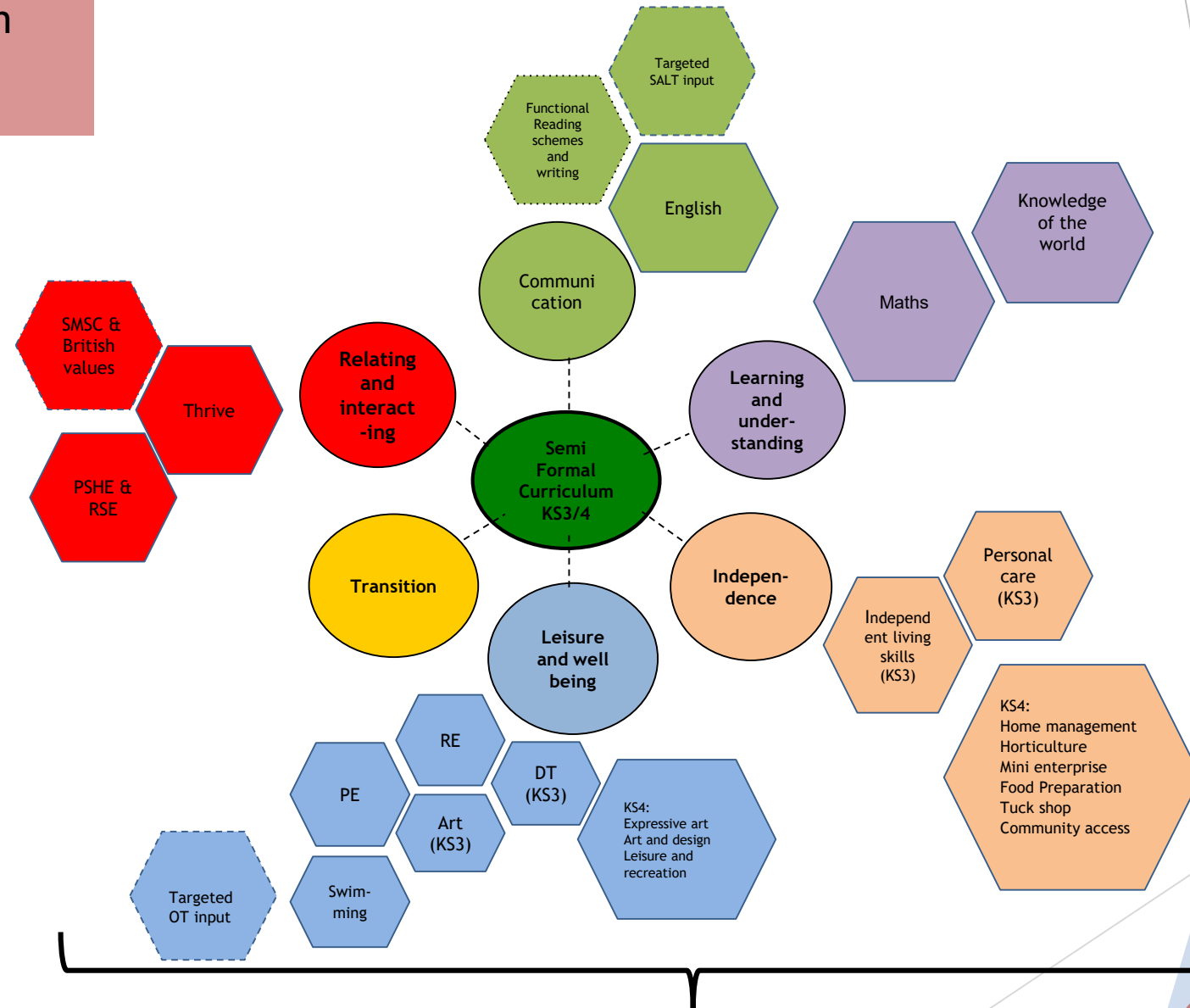
Accreditation:

- All pupils in Year 9 complete ASDAN - Life skills challenges accreditation modules. The yearly framework identifies what theme the accreditation module should follow and there are suggested module that link to these.
- Modules are levelled using Working towards, Entry 1, Entry 2 and structured learning approaches, Most students working in pathway 1 are working towards or Entry1/2 level in life skills challenges.
- All students at year 10 and 11 complete ASDAN – Transitional challenges and at KS5 students complete NOCN modules.

Assessment

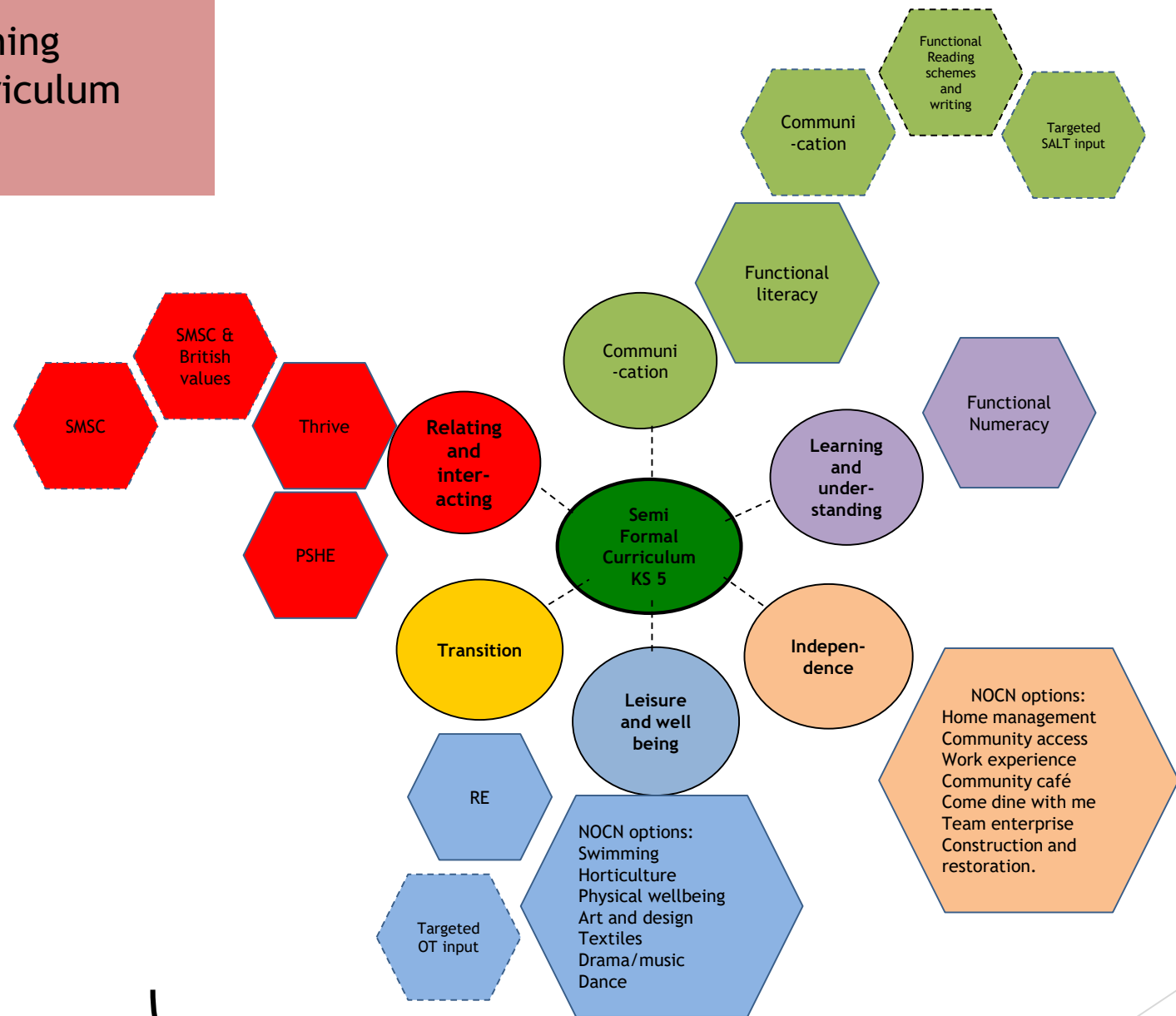
- Tracking sheets- recording outcomes for all practical activities and progress towards these outcomes
- Feedback forms- recording outcomes, progress towards outcomes, next steps and student self evaluation.
- Progress Towards meeting short term outcomes using Evidence for learning.
- Silsaf - which records progress towards independence and self care outcomes

Areas of learning Semi formal Curriculum KS3 and KS4



The termly themes draw together each aspect of the curriculum and provides a topic focus

Areas of learning Semi Formal curriculum KS5



The topic themes draw together each aspect of the curriculum each term and provides a topic focus

Implementation – Organisation

Pathway 3: Formal Curriculum

Aims

- To address priority need for students with severe and moderate learning difficulties such as learning and understanding, expressive and receptive language difficulties and narrowing the attainment gap in Maths and English.
- To use students need and interest as a starting point to establish a topic based approach that is meaningful and engaging, and act as a rolling programme of learning.

Therapeutic provision

Most students have a 'universal' level of therapy input from the therapy department; O.T, SaLT.

All students have a communication and sensory profiles which outlines needs that must be met before learning can take place.

Approaches to Learning

- A contextual and Multi-disciplinary approach.
- Mix ability groups of learners receive group and individualised instruction.
- Curriculum is adjusted based on different groups and individual of students.
- Variety of learning styles for the different groups of students is catered for.
- Content is linked to prior learning and skills.
- Total communication used to develop knowledge and understanding.

Accreditation:

At Key stage 4 students complete ASDAN: PSD programs.

In year 9 and at Key stage 4 and 5 Entry Level qualifications in English and/or Maths and/or Computing.

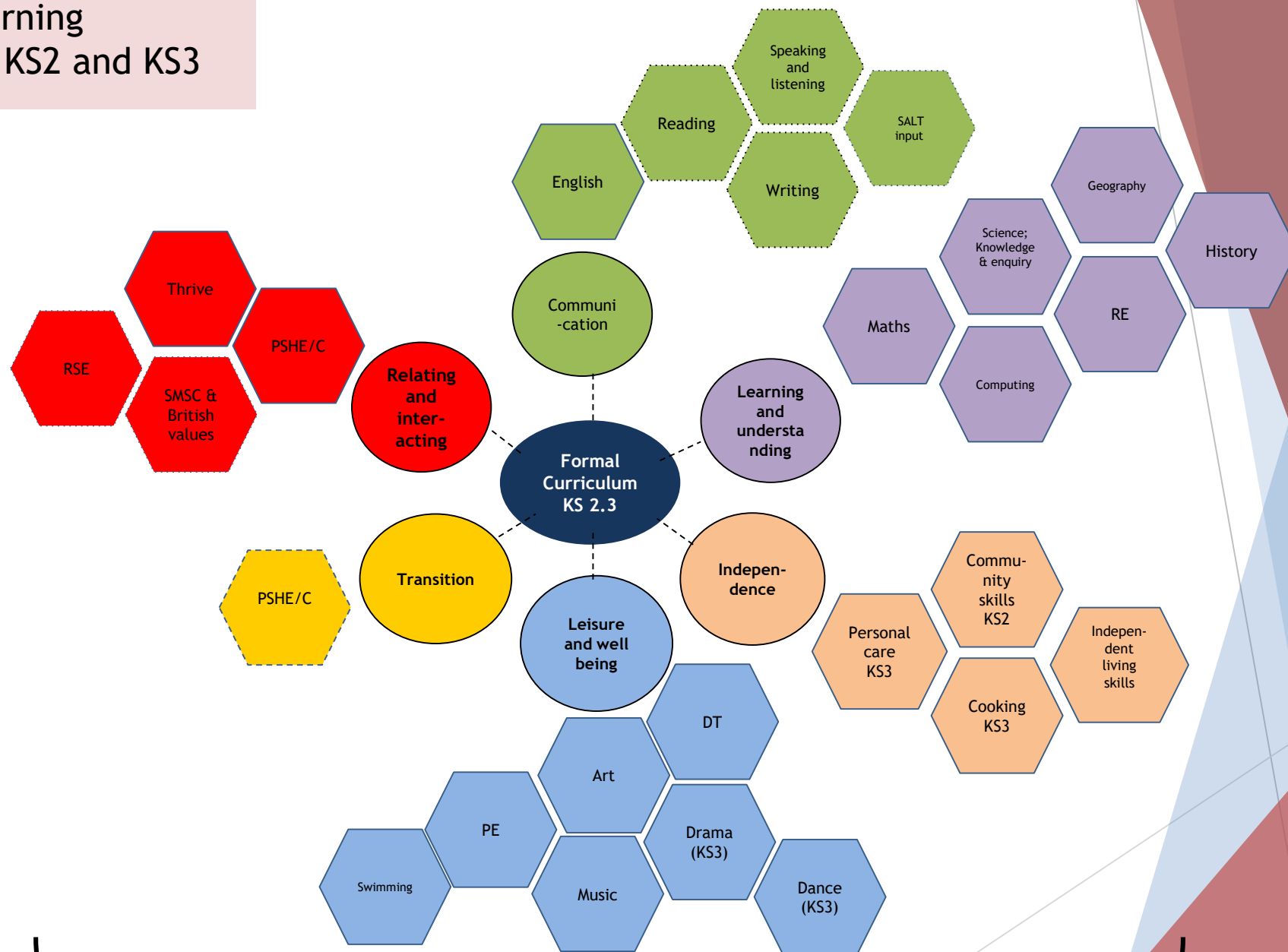
At Key Stage 5 students complete 5 NOCN qualifications that are most appropriate to them.

Assessment

- Tracking sheets- recording outcomes for all practical activities and progress towards these outcomes
- Feedback forms- recording outcomes, progress towards outcomes, next steps and student self evaluation.
- Progress Towards meeting short term outcomes using Evidence for learning.
- Silsaf - which records progress towards independence and self care outcomes

Areas of learning

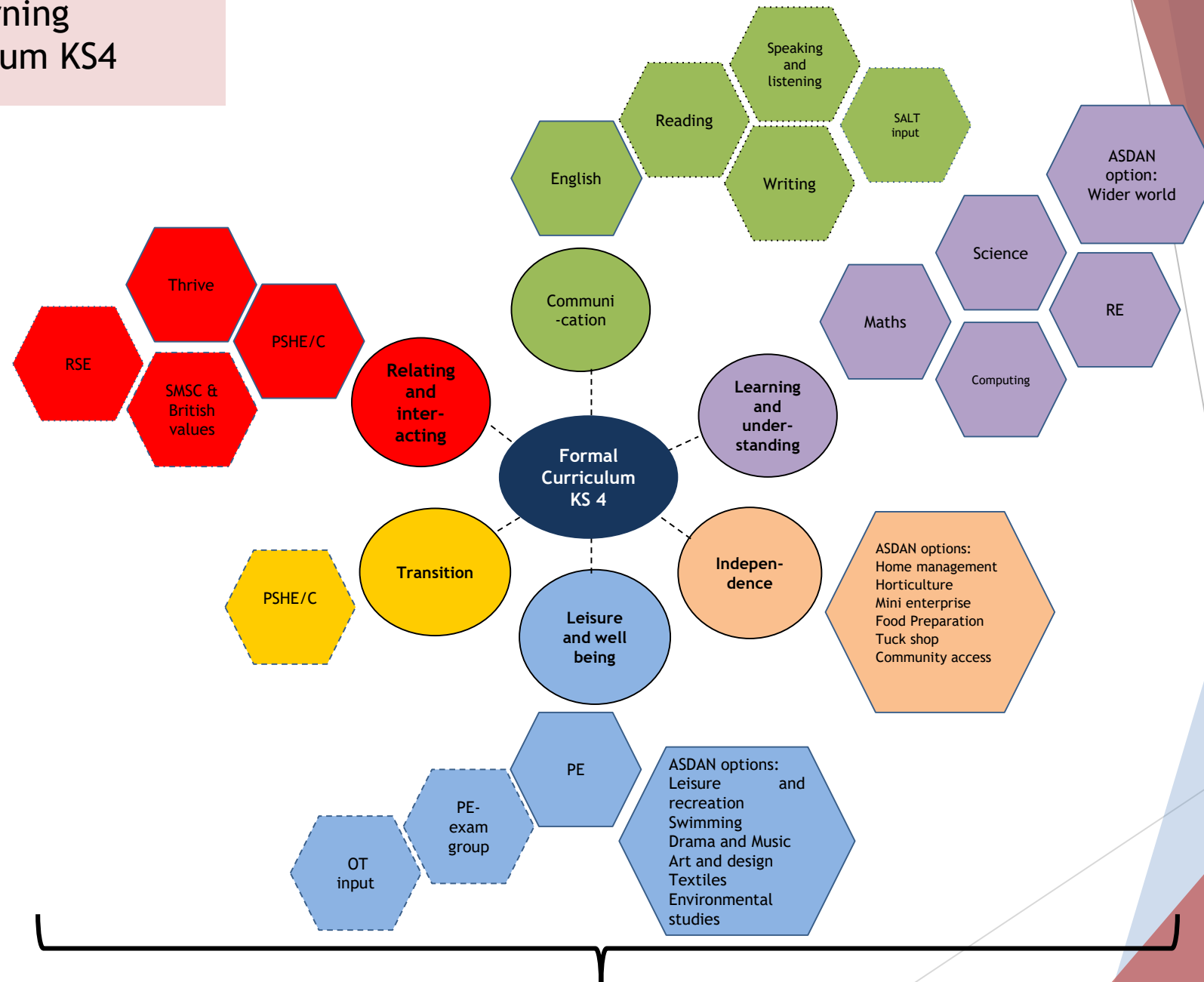
Formal Curriculum KS2 and KS3



Each subject has a topic based approach.

Areas of learning

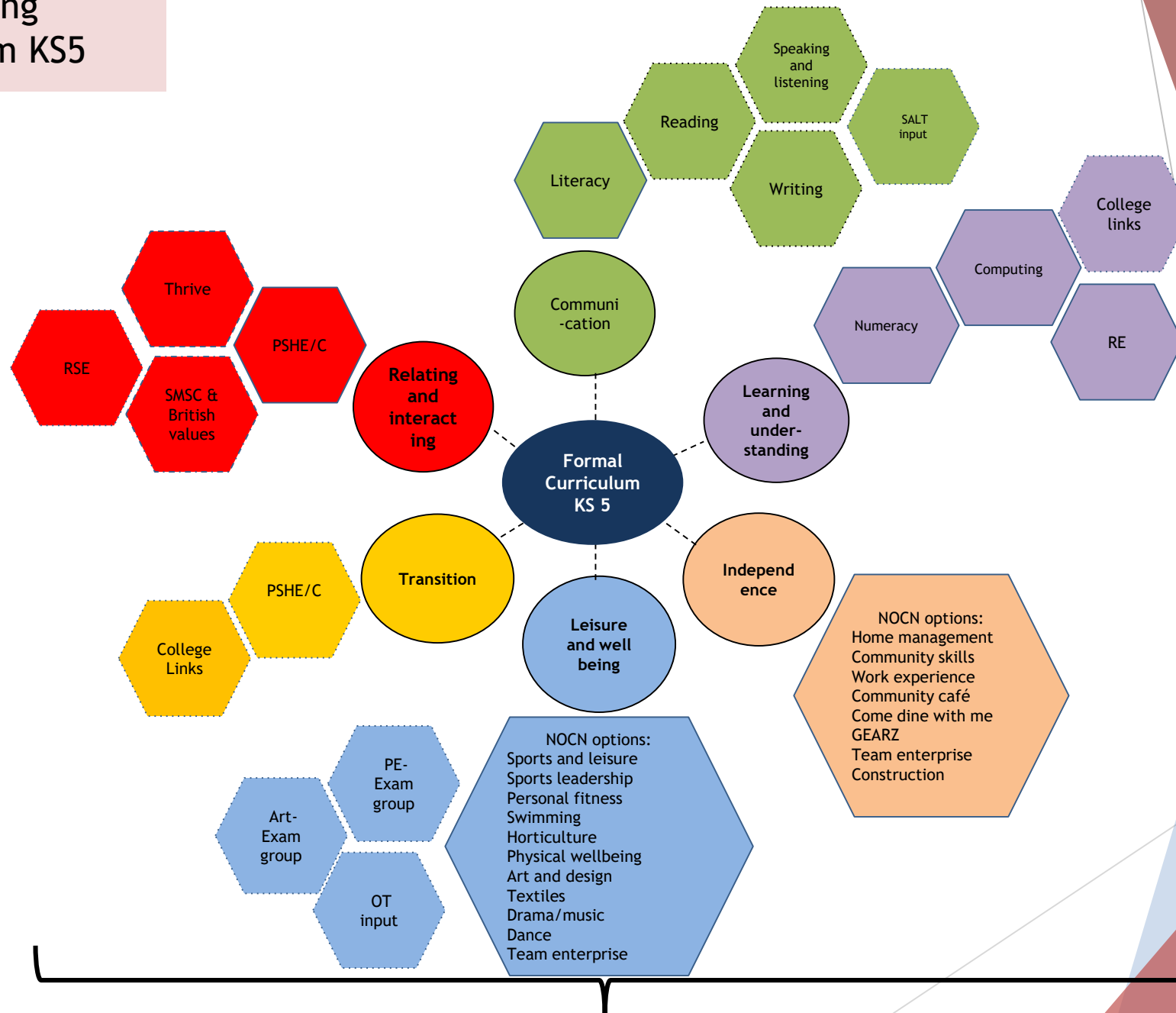
Formal Curriculum KS4



Learning areas focus on Functional Skills, Preparation for Adulthood and Vocational education

Areas of learning

Formal Curriculum KS5



Impact: Basket of indicators

Measures	Pathway 1 PH+ Functional Skills curriculum				Pathway 2 Semi - Formal Curriculum			Pathway 3 Formal Curriculum			
	KS2	KS3	KS4	KS5	KS3	KS4	KS5	KS2	KS3	KS4	KS5
EHCP - Outcomes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pield Heath Baseline	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Thrive Approach	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Engagement for Learning		✓	✓	✓							
Accreditation			✓	✓		✓	✓		✓	✓	✓
SILSAF		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Functional reading scheme	✓	✓	✓	✓	✓	✓	✓				
Phonics screening					✓	✓	✓	✓	✓	✓	✓

Impact- Measure of success

- ▶ Evaluating impact
 - ▶ Basket of indicators
 - ▶ Range of monitoring and quality assurance techniques
 - Learning walks
 - Full observations
 - Scrutiny of work/planning
 - ▶ Critical friends
 - Challenge Partners
 - Achievement for all
 - ▶ Stakeholders
 - Topic evaluations
 - Student Voice
 - Staff questionnaires
 - Governors (monitoring visits)
 - Local authorities
 - Parents -
 - Annual review process
 - Curriculum surveys