



FIVE ACRE WOOD SCHOOL
Growing and Learning Together



Curriculum Handbook Key stages 1-4

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EveryMomentMatters



PupilsFirst



TogetherStronger

Five Acre Wood School - Curriculum Handbook

(Key Stages 1 – 4)

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INTENT

School Vision

“Five Acre Wood School is a stimulating and safe learning community in which we all work together to nurture and maximise the potential of each and every individual and celebrate their achievements. Firm foundations and strong partnerships provide the platform for dynamic, challenging and personalised learning pathways, preparing our students for their life journey.”















1. Aims

Our curricular aims are best summarised in the following series of diagrams, which share our vision of the universal body of knowledge, skills and understanding that pupils leaving Five Acre Wood will have acquired and, bearing these principles in mind, the type of curriculum which they will need to be offered.

Pupils Leaving Our School Will....

 <p>Independent Thinking & Learning</p> <p>Have secured independent thinking and learning skills that can be transferred to adult life (and possibly employment)</p>	 <p>Communication</p> <p>Be able to communicate with a wide range of people</p>	 <p>Control & Influence</p> <p>Have increasing control and influence over their own lives</p>	 <p>Enjoy Learning</p> <p>Enjoy learning in the school environment and beyond</p>	 <p>Key Skills</p> <p>Have reached appropriate levels of functioning in their key skills</p>
 <p>Qualifications</p> <p>Have college standards/ SSPI requirements/ a range of nationally recognised qualifications</p>	 <p>Confidence</p> <p>Feel confident and self assured</p>	 <p>Creative & Adaptable</p> <p>Be creative and able to manage change</p>	 <p>Relationships</p> <p>Be able to forge positive relationships with other young people and adults</p>	 <p>Healthy</p> <p>Be aware of the importance of a healthy lifestyle and choice, and their own medical needs</p>
 <p>Values</p> <p>Support the values of the school and the wider community</p>	 <p>Respect</p> <p>Respect other cultures, religions and genders</p>	 <p>Proud</p> <p>Be proud of their achievements</p>	 <p>Manage Transition</p> <p>Feel supported by all partners in making the transition to the next stage of their lives</p>	

Our School Meeting These Needs Will....

 <p>Multi-Agency Approach</p> <p>Adopt a multi-agency approach to learning and value the contribution of all partners</p>	 <p>High Quality</p> <p>Focus on high quality learning and teaching</p>	 <p>High Expectations & Belief</p> <p>Have high expectations and a positive belief that all things are possible</p>	 <p>Learning Environments</p> <p>Create engaging, challenging, motivating, rewarding and fun learning environments</p>	 <p>Personalised</p> <p>Focus on meeting the individual needs of pupils through a personalised approach</p>
 <p>Research & Innovation</p> <p>Encourage creative thinking, research and innovation to find the best ways of helping pupils to learn</p>	 <p>Resources</p> <p>Manage resources effectively and efficiently</p>	 <p>Highly Skilled Staff</p> <p>Develop highly skilled staff with a range of expertise and experience</p>	 <p>Safe And Caring</p> <p>Provide a safe, caring and welcoming learning environment</p>	 <p>Enrich</p> <p>Enrich the curriculum through out of hours activities and residential experiences</p>
 <p>Relationships</p> <p>Develop a good working relationship with parents, carers and families</p>	 <p>Community Support</p> <p>Gain the support and involvement of the local community</p>	 <p>School To School Support</p> <p>Provide support to Schools both locally and Nationally</p>	 <p>Embrace Change</p> <p>Respond positively to change – ‘going for the gap’</p>	

It would now be useful to outline the basis upon which these aims have been derived.

2. Rationale And Curriculum Philosophy

A range of influential documents, reports, concepts and research findings have shaped our thinking around how we can best meet the varying needs of our pupils.

‘Curriculum Freedom’

The core commitment to personalising learning for all of our pupils, so as to ensure that their very individual needs are met in the most effective and enjoyable way, acts as the ‘driver’ for our curriculum approach, since *“Education’s starting point should not be about us...it should be about them, their needs, their aspirations and goals”* (Dr Maggie Atkinson, Children’s Commissioner For England, September 2013).

The ‘Every Child Matters’ Agenda demands that the child must be at the centre of the educational process (ECM, 2004), and this document has that instruction as its foundation stone.

Close scrutiny of the rhetoric within National Strategies, Initiatives and Guidelines, juxtaposed with the new National Curriculum (Department For Education, 2013) reveals not only a general relaxation in the prescriptions (Lacey, 2011), but also the fact that as a school we now have full licence to focus on the distinct needs of our pupils, rather than being constrained by an insistence to strictly follow the restrictive ‘terms’ of the National Curriculum per se.

Indeed, the QCA (2009) completely liberates schools, granting us the power to design a curriculum which is suitable for our specific pupils, when stating that *“staff should teach knowledge, skills and understanding in ways that match and challenge their pupils’ abilities.”* This viewpoint is mirrored by Marvin (1998), who maintains that the curriculum is *“the main vehicle through which the match of learning experiences to a child’s individual needs will be achieved.”*

In elaborating further upon how this can be achieved, the QCA (2009) and the common requirements contained within successive National Curriculum Orders, are at pains to clarify the flexibility which schools have to select materials from earlier key stage programmes of study, taught in age-appropriate ways, where necessary, in order to *“enable individual pupils to make progress and demonstrate achievement”* (QCA, 2009). However, these documents also concede that such ‘modifications’ in themselves may fall significantly short of meeting the needs of pupils with learning difficulties and consequently schools have been given the professional freedom to make *“decisions on which content is most relevant, the depth of treatment and how it should be taught”* (SCAA, 1996).

Building upon this notion of curriculum autonomy, it is apparent that we have permission to be as creative as we wish, providing the entitlement to a *“broad, balanced and relevant education”* (DfES, 2001) is met or, in current parlance, a *“broad and balanced”* (DFE, 2015) ‘curriculum offer’ is in place. In order to be *relevant* for an individual with learning difficulties, planning must therefore start from the basis of, and be wholly appropriate to the needs, interests, aptitudes and achievements of pupils. Equally, it is acknowledged that the whole curriculum is broader than the National Curriculum and *“the precise definition of balance will be a matter for debate between those determining priorities for each learner”* (SCAA, 1996). The fundamental relationship

between these principles and the fact that legal entitlement is only meaningful if pupil's are active participants in their own learning, rather than simply being present, lends further credence to the dispensation which we have to sculpt a curriculum which most appropriately meets the personalised needs of our pupil's. In the words of Routes For Learning (2006), our *“pupils have an entitlement to a curriculum and assessment framework which is fit for purpose and meets their specific needs. There is little benefit....if they are included in structures which fail to do this.”*

A more common sense approach is even evident in the once rigid 'Kent Agreed Syllabus For RE', which concedes in its 2012 update that in Special Schools, pupils should only “receive Religious Education **as far as is practicable.**”

The emergence of a new National Curriculum framework (Department for Education, 2013) has continued to endorse this creative freedom, as evidenced in the statutory 'inclusion' statement, which maintains that:

“A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full National Curriculum. The SEN Code of Practice includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them.”

This stance clearly recognises that some pupils will not be able to study what everyone else does. Turning this standpoint completely on its head, we take it to mean that it is only in 'many cases' that pupils will be able to study the full National Curriculum: an expectation which is clearly neither a requirement of, nor appropriate for, pupil's placed within the exceptional context of a special school catering for those described as having profound, severe or complex needs, many of whom are achieving at levels below the National Curriculum! As Imray (2010) so eloquently expresses, within our specialist environment “it is not the responsibility of the child to change to meet the demands of the curriculum; it is the responsibility of those writing the curriculum to ensure that it is flexible enough and adaptable enough to meet the needs of each child.”

Paying heed to the advice offered by the Department For Education (2013) to cross reference this position with the SEN Code of Practice recommendations (DFE, 2013) serves to well and truly cement these views in place:

SEN Code Of Practice (August 2014)

“High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people. Some children and young people need something additional to or different from what is provided for the majority of children.” (Page 15)

“Special educational provision is....provision that is additional to or different from that made generally for others of the same age. ***This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching....***” (Pages 59-60)

“Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation....Children and young people who have a learning difficulty need more detailed differentiation and....a curriculum broken down into very small steps.”
(Page 63)

The ‘eureka moments’ which jump out of this document, namely the great emphasis that is placed on “detailed differentiation” and “a curriculum that is broken down in very small steps”, coupled with a recognition of the fundamental importance of ‘practical activities’, ‘sensory stimulation’ and integrated programmes, are particularly heartening to note: they offer a ringing endorsement to our core beliefs and their realisation.

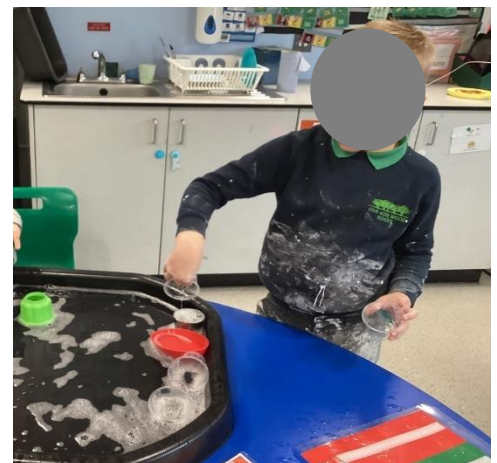
Decisively, this curriculum ‘offer’ has also been upheld by the critically acclaimed insight of Doctor Penny Lacey, former Senior Lecturer In Education at The University Of Birmingham University, when stating *“I’m confident that we have permission to do what we think is right for our learners....I would fight to the death for them to have a personalised curriculum that meets their needs!!”* (2013)

‘The Five Acre Wood Way’

Siphoning the most significant and beneficial parts of these exciting and influential factors has given us the confidence to design and implement our own distinct and separate pedagogical approach to meeting the particular learning needs of our pupils, and targeting key priorities for them as individuals.

We have found this to be the most effective way of ensuring a curriculum that is truly inclusive and accessible for pupils with exceptionally diverse needs, whose attainments span the full range covered by the P Scales, as well as the initial stages in the National Curriculum.

Our approach is underpinned by the conviction that our pupil’s learn best within a framework of learning intentions and experiences that not only develop their intellectual powers, but also build their learning capacity, as well as life, interaction, independence, communication, physical control and sensory skills. We are adamant that:



“pupils achieving at the very earliest developmental levels, many of whom have complex physical, sensory and medical needs, are not served well by a curriculum that merely ‘breaks down’ National Curriculum targets or P Scale indicators; they need support in specialist areas, including tactile exploration and the development of a sense of agency.” (Whitefield SAC, 2009)

Moreover, we do not stand alone in our belief that it is not just pupils under five who tend to learn best through play, exploration and interaction with skilled adults (Lacey, 2011); pupils who are chronologically at Key Stage 1 and above may arguably still benefit from, and need, a similar methodology, within a curriculum which resonates with aspects of the Early Years Foundation Stage Curriculum (EYFS, 2013). At Five Acre Wood the majority of learners therefore follow an ‘Early Learning’ curriculum until the end of KS1 (with the exception of sensory learners) following which they move on to one of our three core curricula.

Our curriculum therefore favours a developmental approach in the sense that rather than allowing subjects or themes to necessarily determine (and conceivably hijack) what happens in the classroom, it has been written from the perspective of the ‘core’ skills, knowledge and understanding which our pupils need to learn, enabling ‘learning journeys’ to start from individual pupil’s current strengths and needs. Curriculum content (in the form of an infusion of either ‘themed’ or discrete areas) is then used to provide a rich, co-ordinated and meaningful context in which pupils can practise, connect and embed these skills.

This flexible approach, where skills ‘drive’ the curriculum using a combination of ‘vehicles’, ensures that personalised learning is fashioned in the fullest and most rounded of senses: pupils have extensive scope to build their skill, knowledge and understanding ‘base’, establish connections and apply their learning in different contexts, whilst simultaneously benefiting from intensive, discrete input to complement their needs, where necessary.

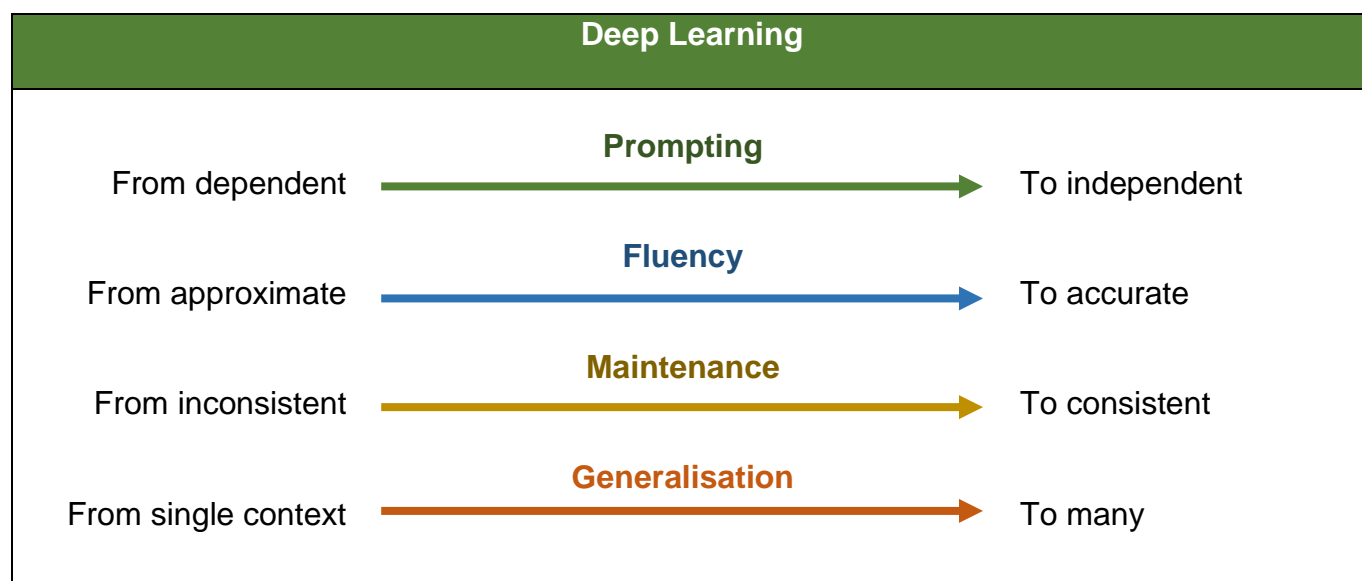
This emphasis dovetails seamlessly with the importance which we place on ‘deep learning.’ As well as enabling pupils to focus on learning very precise things, before rapidly moving on to the ‘next steps’, thereby maximising their levels of progress, our curriculum design also encourages pupils to extend and consolidate their understanding of something broad, over a longer time period. This enables ‘deep learning’ which -



“...is characterized by a level of personal ownership and intrinsic motivation. It is personally significant and valued. Central to deep learning is the notion of reflection – the process by which information and experience are internalized and knowledge is created. Because the process is personal, it creates the confidence to interpret and so the confidence to act independently. Skilled self assessment of what has been learnt and identification of ‘next steps’ is a good indicator of deep learning” (West-Burnham, 2013)

Our curriculum therefore empowers pupils to immerse themselves in learning, rather than merely touch the surface of it, in a shallow, superficial way. This in turn facilitates greater fluency, independence, maintenance as well as the transference of skills to varied contexts. In addition,

our planning systems and assessment ‘basket of indicators’ support deep learning by emphasising the value of learning something broad, over an extended period.



(Reference: Swiss Cottage School DRC (2012) **Curriculum Policy**)

‘Curriculum Content’

The basic content of our curriculum draws on a range of ideas and acts as the foundations for more formal learning to be introduced higher up the school. Elements come from approaches which lay emphasis on developmental checklists (e.g. ‘MOVE’, ‘SCERTS’ and ‘Sounds of Intent’) and behaviour modification. Other aspects have been selected from National Initiatives past and present, such as:

- The Early Years Foundation Stage Curriculum (2013)
- The Primary Framework (2006)
- The National Numeracy And Literacy Strategies (1999)
- The National Curriculum Key Stages 3 and 4
- The National Curriculum Framework (Department For Education, 2013)
- 14 – 19 reforms.
- Social And Emotional Aspects Of Learning
- Learning Outside The Classroom
- Community Cohesion

Equally, we have also been heavily influenced by the direction taken by ‘trailblazing’ schools such as Whitefield SAC (2009), Swiss Cottage DRC (2012), Barr’s Court (2008), The School For Profound Education (2010), Victoria School (2010) and Castlewood School (Lacey, 2012) as well as seminal documents such as Routes For Learning (2006) and its sister publication Quest for Learning (2006).

It seems to be a natural progression to ‘cherry pick’ from the entirety of these lush curriculum ingredients, and then blend the different flavours and textures together using a developmental perspective on basic learning and life skills, before serving them up and embedding them in



interesting contexts which are influenced by relevant school subjects and / or themes. We can have both the 'penny and the bun'!

Learner engagement is also at the heart of our curriculum. We take into account an individual learner's preferred learning style and his / her level of motivation and readiness to learn as well as the availability of any resources required, in order to successfully engage our pupils.

IMPLEMENTATION

3. Our Approach

'Needs Led Provision'

An instrumental factor in the realisation of this curriculum, is the fact that it is encountered by pupils via well established 'needs led' learning approaches and classes. Pupils are taught in classes within the following multi-tiered learning approaches, which take into account their age, development, special educational needs and disabilities.

Learning Approaches – A Brief Description		
Early Years or Early Learning		For pupils of a nursery, reception and year 1 age. It plays a diagnostic role in establishing which learning approach / curriculum pupils embark upon next.
Sensory		For pupils at key fundamental and foundation levels of development (who are working within the Engagement Model), who typically have a description of profound and multiple learning difficulties.
Practical		For pupils who are working consistently, and over time, below or very near the start of their national curriculum, who benefit from a practical approach to their learning. Pupils may typically (but not always) have a diagnosis of severe learning difficulties.
Structured		For pupils who are working consistently, and over time, below or very near the start of their national curriculum, who benefit from structured learning environments. Pupils may typically (but not always) have a diagnosis of Autism.
Formal Primary		For pupils who are working below age-appropriate expectations but are able to access parts of the National Curriculum.
Secondary Snodland		For pupils who are working below age-appropriate expectations but are able to access parts of the National Curriculum. For the majority of our pupils this means an adapted Secondary subject specific curriculum from Year 8 to Year 11.
Functional		For our students aged 16 – 19 years old (Sixth form) with moderate, severe and complex learning difficulties. (NB those with profound and multiple learning difficulties in the Sensory Learning Approach).

To be fully inclusive is, in philosophical terms, to give our pupils the opportunity to access their potential by setting up class environments that best meet their needs. Only then are they entirely included. As Mittler (2000) points out, to be specific about the needs of distinct groups is not to undermine inclusion. Providing equal opportunities is about meeting individual needs – not treating everybody in the same way. For example, to deny our 'sensory' pupils a fully interactive and sensory milieu, on the basis that their Autistic Spectrum Disorder (ASD or 'Structured') classmates could not cope with the environmental overload, would be to exclude sensory pupils from a setting tailored to best meet their needs. Similarly, the busy short slot activity-based

timetable punctuated with physical activity, life skills, sensory play and communication in an environment with fixed work stations with only an appropriately minimal visual and auditory stimulation would be an inadequate and completely inappropriate context for our 'sensory' pupils. For our pupils to flourish an appropriate and child centred environment shaped to their sensory, physical and cognitive needs is essential.

That said however, many opportunities are created for pupils across the school to mix, such as through timetabled 'wellbeing' clubs, weekly assemblies, playtimes, interclass collaboration, shared trips out, sports day and key celebratory occasions across the year. These settings provide a host of positive opportunities in terms of getting to know each other, testing themselves out, setting new goals and practising emerging skills (learnt in a discrete environment); they also extend the sense of whole school community.

The significance of our specialised 'needs led' or 'learning approach' classes is therefore apparent in view of the fact that:

- ✓ Each class group is equipped and organised to meet the specific needs of the youngsters within.
- ✓ Appropriate staff teams are allocated on an annual basis with appropriate training provided in each case.
- ✓ The class environments reflect the needs of the children with respect to not just their 'need type' on the whole, but their specific needs as highlighted in their provision maps.
- ✓ Appropriate interactive environments are nurtured within each class setting
- ✓ Appropriate provision of visual time tabling, PECS, sensory areas, work stations are established.
- ✓ The specific programmes for distinct groups of learners provide an opportunity to build key skills, which allow for more inclusive experiences when these skills can be generalised (Quest For Learning, 2006)
- ✓ This provision enables us to more easily consider pupils preferred learning styles, with reference to eminent perspectives such as Gardner's Multiple Intelligence Theory (1993) and the Dunn and Dunn Learning Style Model (1978).

As a corollary of this highly original class provision, our teachers have increasingly become specialists within 'needs' or 'learning approaches' as opposed to subjects. To this end, 'curriculum leaders' with 'Teaching and Learning Responsibilities' (TLRs) are based upon 'pupil' rather than 'subject' specialism. This ensures that the people leading the planning (and then delivering and reviewing) of preferred aspects of the curriculum, are those best placed to do so. Our 'needs led' / learning approach and curriculum leader model therefore plays to the strengths, interests and motivation levels of pupils and staff alike and ensures that we have the platform to provide a curriculum that is not only 'broad, balanced and relevant' but also laced with continuity, progression, connectivity and coherence. Time in full-time education is limited and we are duty bound not to waste it.

All teaching and therapy based staff meet in distinct 'working parties' on a regular basis to develop curricular ideas and to share specific skills, resources and expertise. As the curriculum framework has been devised imaginatively by staff working together and collaborating closely, sharing ideas

and supporting each other, this has generated a very real feeling of collective and full curriculum ownership, as well as a commitment towards our particular approach. This in turn has led to genuine consistency of approach and continuity of learning for every pupil, throughout the entire school. The curricula provided by Five Acre Wood School are a content map for what might be taught. They offer a framework for how learning can be scaffolded for groups of pupils and make suggestions for content.

‘A Multi Disciplinary Approach’

Our curriculum is delivered by a trans-disciplinary team. In-house therapies (speech and language therapy and occupational therapy) are an integral dimension of what we offer pupils: they are not ‘bolted on treatments’, even in the instance of our more academically able pupils who study National Curriculum Subjects at formal examination level. That having been said, the teaching of certain skills may be presented as ‘additional curriculum’ activities for pupils who require intensive specialist intervention to supplement an otherwise ‘conventional’ timetable.

The requirements of each individual pupil are determined through careful observation and assessment, as well as discussion with parents and other agencies. There are many and varied opportunities to engage with parents to seek their views on their child’s learning potential. Person Centred Planning is used for all pupils on an annual basis and this underpins the ‘Education, Health and Care Plan’ (EHCP) process. Termly parent consultation meetings are held with all parents to review their child’s progress in relation to their EHCP outcomes. Regular meetings with parents are held during the year, so that they can contribute to staff knowledge about their child.

‘Teaching And Pedagogy’

It is not the intention of our curriculum documents to dictate to teachers the ‘what’, ‘when’ and ‘how’ of teaching; they provide ideas, not instructions. We recognise that teachers at our school are highly skilled professionals and as such it is their responsibility as leaders of the learning in their classroom to draw from the relevant curriculum the aspects that will ensure broadness, balance and which are co-ordinated, but which address individual needs and promote learning and progress. Teachers are expected to maintain accurate ongoing formative and summative assessments, supported by a robust evidence basis, in order to ensure continuity and progression. This seamless ‘building upon’ of prior learning is particularly important when pupil’s transition to different classes.

‘Learning approach’ lead teachers ensure that all staff involved in delivering the curriculum are given the specialist support they each need. We recognise that the staff team are skilled facilitators of learning opportunities, particularly through adapting their own communication, scaffolding learning for individuals, using visual support where required and adapting the environment.

Support for the curriculum primarily uses a cascade model. Most support is focused on the class teacher, who then passes on information to other staff / professionals. A personalised approach to support is utilised with teachers; they have the opportunity to meet with their strategic learning

approach team on a regular basis. All new staff and particularly newly qualified teachers/ early career teachers have a personal development plan to provide a framework for the support they require when they are new to the school. They are supported by a member of staff who has dedicated responsibility for their development. All new staff undertake a thorough induction process which includes training to develop understanding of pupil needs, developing effective teaching teams and understanding the strategies used in school. All teachers have regular meetings with senior staff which provide an opportunity to ensure that all their support requirements are met and that they are able to provide the best possible teaching and learning experiences both in and out of the classroom. Class teams meet at least twice a week and there are ongoing formal development training sessions and meetings, on a daily basis, prior to the start of the school day. Our specific 'Teaching Assistant Lead Practitioner' team support the development of teaching assistants across the School, within designated learning approaches.

Strategic learning approach teams oversee the 'core curriculum', including the 'curriculum leaders' with 'Teaching and Learning Responsibilities' (TLRs), within their areas. As well as ensuring that, through regular scrutiny and review, 'curriculum leaders' / TLR's carry out all of the monitoring / evaluating tasks required of them, and within the stated timescales, their role is very much that of the critical friend who provides challenge and support to 'curriculum leaders' / TLRs, as necessary.

Pedagogy

The literal translation of the Greek word pedagogy is 'to lead the child'. At Five Acre Wood School we aim to lead and facilitate learning although this is very much informed by the needs and aspirations of our students. There is less emphasis on a teacher as director of learning.

There is considerable debate about the approach to pedagogy for pupils with special educational needs. Norwich (2008) argues for a similar approach to teaching for all pupils, with those with special educational needs being taught using similar techniques to those not defined as having special educational needs, except where a pupil's needs are clearly unique and then these needs should be specifically addressed. Hinchcliffe and Imray (2012) argue against this position, suggesting that for pupils with more complex needs, particularly those attending special schools, a general different position should apply. This means that a curriculum for those with 'sensory' or 'practical' need should be supported by specific and different approaches to pedagogy.

We agree with both propositions in different contexts. Generally, for our pupils with severe cognitive impairments we adopt an approach to pedagogy that is significantly different to the teaching that you would see in mainstream education (our sensory curriculum is a strong example of this). However, for some of our more cognitively able pupils and even when teaching those less able specific things or engaging in specific teaching activities more conventional pedagogical approaches are used.

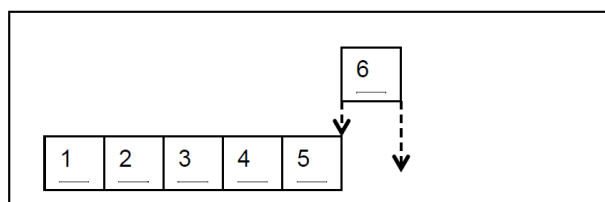
At Five Acre Wood School we recognise that children with special educational needs do not necessarily follow a typical developmental trajectory. This is particularly the case for pupils with autism. Therefore, the curriculum needs to provide a framework which can support learning for those that learn in a 'typical' and 'atypical' manner.

In essence, the pedagogical approach we propose is one that is fit for purpose. Many of our teachers have been trained as mainstream teachers and therefore already have a bank of good pedagogical practice to call upon. We also teach staff specific pedagogical approaches which provide them with a repertoire that can be used to teach individuals, groups and classes as required and can be made fit for specific purpose.

One of the clearest examples of such a pedagogical approach is that of process-based teaching and learning. A brief overview of this is provided below.

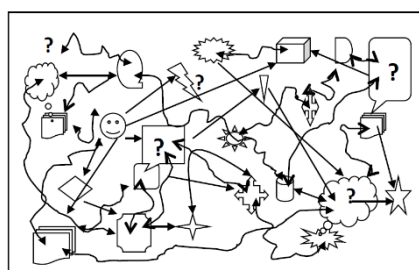
Process Based Teaching and Learning

We acknowledge the difference between process based and skills-based teaching and learning and specifically promote process based teaching in many situations. Hewett (2006) describes traditional approaches to teaching as tending to be highly structured, with the teacher leading the activities in ordered sequential steps and represents this with the following diagram:



A visual representation of 'structured' teaching

The nature of learning for children with significant special educational needs would he suggests, look more like this:



The complexity of communication learning

This model mirrors the arguments of Routes for Learning (2006) on the holistic nature of learning for those with PMLD (or 'Sensory') needs and we believe that this to be equally true for all those with significant learning difficulties. This group of learners do not do well with the compartmentalised learning that advocates the teaching of discrete subjects such as Literacy and Numeracy.

Process based teaching and learning (Burden, 1990; Hinchcliffe, 1994; Collis and Lacey, 1996; Hewett and Nind, 1998; Nind and Hewett, 2001; Hewett, 2006; Imray, Gasquez-Navarro and Bond, 2010) posits that teaching understanding and knowledge-content (fact) together requires a holistic approach, where the process of the lesson becomes the objective.

As such...

- There may be no specific individual (SMART) objectives or targets;
- We are open to progress of any description;
- Pupils take it where they can;
- Adults 'ladder' and 'scaffold';
- We record regularly and assiduously;
- We establish regular plenaries which involve learners in their own ongoing assessment.

Intensive Interaction is a classic example of process-based teaching where the key elements are...

- Tasklessness;
- Teachers follow, celebrate and extend;
- Teachers act as facilitators to learning by 'tuning in' to the learner and looking for 'communication moments';
- Creating the communicative flow is the objective of the session.

This model also holds that:

- A 'target set' curriculum has a tendency to drive us to teach to targets;
- These targets are largely based on a pattern of conventional and normative development (as discussed above);
- They are academic in principle;
- They may not allow other learning to take place, in that the teachers' drive is towards achieving the target;
- They compartmentalise and close the notion of learning, rather than adopting an open-ended approach.

The adoption of a process-based ideology for part of the curriculum heralds a significant change in emphasis. We are now concerned with the specific process of making a pizza or painting or travel training or shopping or dressing etc.; the by product is now the Maths (or the English or the Science); curriculum design can concentrate on what is important to the child; we can fit the curriculum into the child rather than the child into the curriculum.

Process based teaching and learning encourages the development of concepts throughout the curriculum. For example, mathematic concepts will be learned as a natural consequence of teaching the making of a pizza. Here the mathematical thinking will involve the concepts of size, quantity, position, measurement, weight, structure of properties, temperature, sequencing, cause and effect, estimation, counting, addition, subtraction, fractions, division and possibly more. Similarly, the opportunities for developing language, literacy and communication are self-evident and there are no doubt considerable openings for a number of scientific concepts to be explored. The open-ended nature of process-based teaching and learning not only allows for, but positively encourages, all learners to stretch and be stretched. It ensures that teachers are facilitators of learning rather than mere trainers. Because the learner is to a large degree in control of his own learning, it naturally lends itself to seeking out highly motivating activities for each individual

learner which in turn increases levels of engagement. High levels of engagement themselves ensure stretch and so the upward spiral continues.

Skills Based Teaching and Learning

There is, however, also a place for skills-based teaching and learning within our curricula. Skills based teaching and learning is anything that might be taught and learned by rote, where complete understanding is not an absolute essential to learning. It is of course desirable and should always be sought by the teacher, but it is not essential. One may, for example, teach a pupil how to make a slice of toast without requiring him or her to understand what happens to the bread to turn it into toast. Similarly, we can teach the steps required to wash one's hands without requiring the learner to understand exactly why washing one's hands is necessary. Though we may use behavioural task analysis techniques such as chaining, backward chaining, shaping and fading to teach these specific skills, they should always be taught in context so that knowledge-content (the skills) can at least be related to an understanding of the event, for example, washing hands after using the toilet and before engaging in cooking etc.

Examples of skills-based teaching and learning might be:

- Self-help and independence – dressing and undressing, teeth cleaning, washing, using the shower, hair washing and brushing, using the toilet, personal hygiene, eating etc.; some pre-numeracy and pre-literacy skills – counting to 10, gaining attention etc.

There might also be specific skills within various activities:

- Travel training, such as knowing the sequence for crossing at a zebra crossing;
- Shopping and money handling, such as knowing where to put one's money before going to the shops;
- Cooking and the kitchen, such as knowing how to use a kettle safely;
- Independent living, such as how to make a bed;
- ICT, especially in using a qwerty key board, the sequence necessary for successful texting, how to capture and play back still and moving images on a phone, how to log onto the internet, how to bring up favourite apps on an iPad etc.

This list is not exhaustive and there are many other skills that should be taught by rote, but teachers must beware that this method of teaching can be highly inappropriate in certain areas. For example, pupils may not be secure in their use of number. That is, they may have learned to rote count, but as they could not detect simple counting errors their ability to use number effectively was largely negated. In practice, each of our curricula will be taught using elements of both process and skills-based teaching and staff need to be skilled teachers using both pedagogical approaches.

Specific Teaching Approaches

When educating pupils with learning difficulties, and specifically pupils with autism (or within our 'Structured' learning approach), some advocate for one or two specific approaches to be used across a school. The argument for this is that it provides a consistency to everything that the pupil experiences. It also presents less of a challenge when developing staff as they only learn to operate within one framework which is consistently reinforced.

We see the purpose of the curricula as being about providing a broad and wide ranging educational experience which promotes the development of the young person in the widest possible sense and helps them develop skills and knowledge to operate within our wider society. We do not subscribe to the use of one specific approach to teaching as we accept that all our pupils are very different and what works for one young person will not necessarily work for another. This could be perceived as a more difficult path to follow as this requires ensuring all of our staff are conversant with a wide range of teaching approaches and are able to match appropriately approaches to individual children. We are however committed to this approach from an ethical standpoint and have developed our in house training and support mechanisms to develop our staff to work in this way.

Some of the approaches staff become familiar with are listed below.

- SCERTS
- PECS
- Makaton
- Intensive Interaction
- Sensory integration circuits
- TEACCH, particularly visual timetables
- Using iPads
- Attention Autism
- Interactive music e.g. Tacpac
- Write Dance
- Multi-sensory approaches
- Sensory stories
- Colourful Semantics

It is up to the teachers to decide which of the above are most suitable and beneficial for their students. Research and evidence is very important in deciding which approach to use. We encourage the implementation and evaluation of new ideas.

(Adapted from The Bridge, 2017)

4. Basic Curriculum Structure

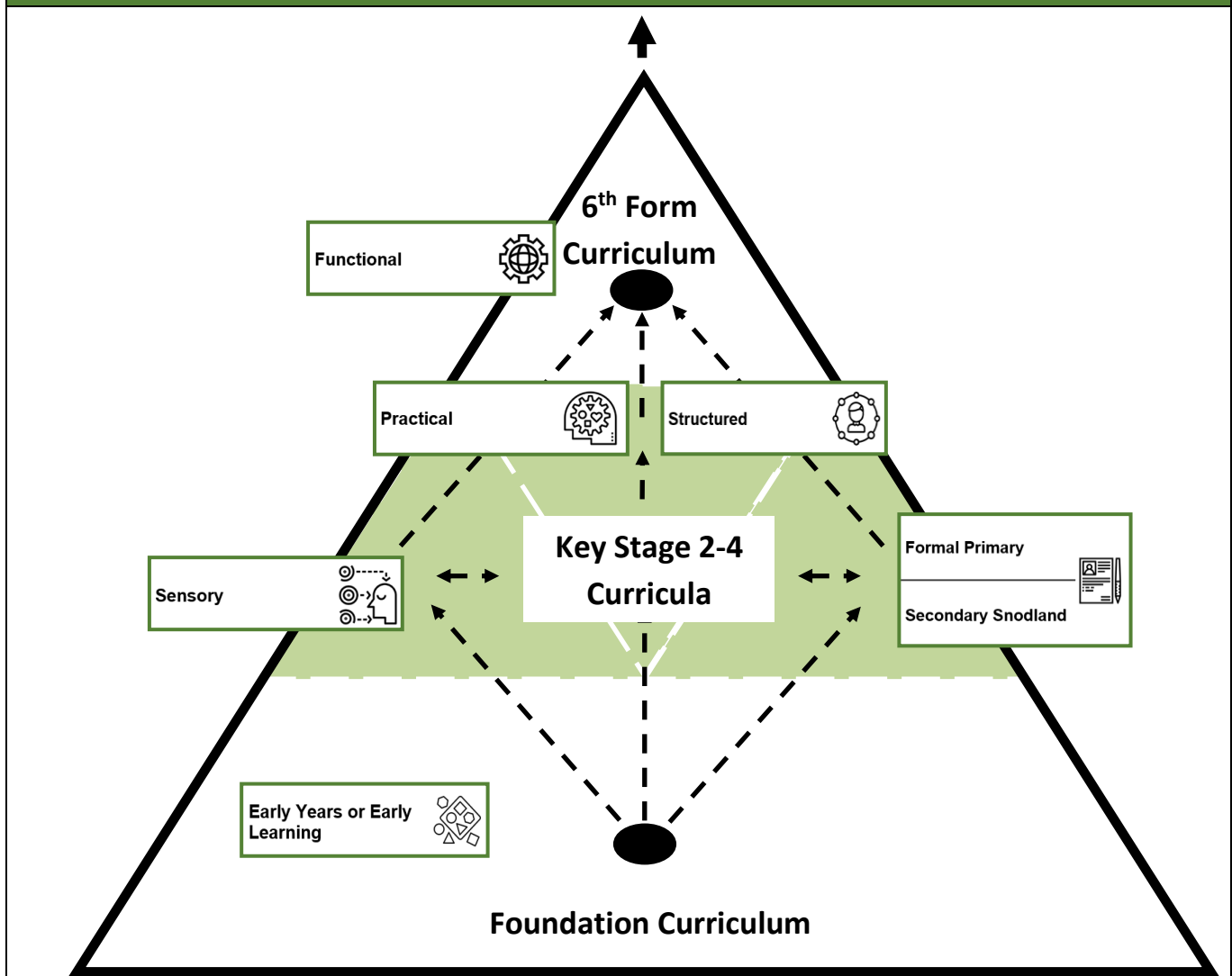
In order to provide pupils across Five Acre Wood with experiences that are relevant, interesting and challenging, and to identify opportunities for progression, the majority of learners follow an EYFS style curriculum until the end of KS1 (with the exception of sensory pupils pupils who embark upon the 'sensory' curriculum from the start of Key Stage 1) following which they move on to a curriculum structure which encompasses further dimensions – the 'Practical', 'Structured' or 'Formal'. These terms, offer a means of making subtle distinctions between not only groups of learners but also the degree of curriculum formalisation they will experience in either building the prerequisites for, or working within, a more 'conventional' National Curriculum type approach.

These core curricula are not defined by age, but by learning need and achievement; pupils are therefore able to move flexibly from one dimension to the next at any point during their school career. Each level covers skills, knowledge and understanding across a range of areas of learning, and they are blended together, so as to facilitate a 'learning flow.'

As each area has a clearly defined content and approach, planning and teaching fits 'snugly' into our 'needs led' class set up, where the likelihood is that pupils will be working at a similar level. However, in some cases a class of pupils may be working across different levels. There may be valid reasons for mixing groupings; for example, to provide pupils with an appropriate peer group (in terms of either age or behavioural role model) or to challenge pupils. Individual learners may well move within the Five Acre Wood learning approaches / curriculum frameworks at various times of their school lives. They may equally be working within different models at the same time, but in different areas of learning.

The following diagram identifies how this approach dovetails seamlessly with our foundation stage and 6th form curricula.

Our 'Needs Led' Curriculum Framework

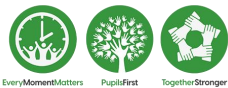


- The Foundation Curriculum is extended across KS1 or the 'Early Learning' Curriculum for most learners. This lays the basis for pupils to follow the sensory, practical, structured or formal models, within Key Stages 2 – 4 (With the exception of 'Sensory' pupils who embark upon the sensory curriculum from the start of Key Stage 1, or earlier in exceptional circumstances).
- Pupils are able to move flexibly within these models, according to their needs and levels of achievement.
- Pupils' learning experiences then flow into the 6th Form Curriculum

Although our curriculum is driven by skills, knowledge and understanding, through the medium of either 'themed' or 'discrete' areas, for organisational purposes it is helpful to draw these together under 'areas of learning' and / or 'strands' to ensure a common language throughout the school. These are illustrated in the diagram overleaf, which also visualises how our curriculum fits together across the entire school

Five Acre Wood Curriculum

'Early Learning' Curriculum		Key Stage 2 – 4 Curriculum (*Sensory learning approach pupils embark upon the sensory curriculum from the start of KS1)								Functional	
		Sensory		Practical & Structured		Formal Primary		Secondary Snodland			
Area Of Learning	Strand	Area Of Learning	Strand	Area Of Learning	Strand	Area Of Learning	Strand	Area Of Learning	Strand	Area Of Learning	Strand
Characteristics of effective learning: <ul style="list-style-type: none"> Playing and Exploring Active Learning Creating and thinking critically Development Matters – Early Steps <ul style="list-style-type: none"> Communication and Language Personal, Social and Emotional Development Understanding the World Physical Development Expressive Arts and Design Literacy Mathematics 	Met through <ul style="list-style-type: none"> Open-ended activities Pupil-led learning outdoor learning forest school curiosity programme therapeutic interventions hygge 	My Independence	Embedded throughout	Independent Living Skills	- Living Skills - Myself And Others	Personal, Social And Emotional Development	- Citizenship - Careers - PSHE - RE (including RSE)	Preparing for Adulthood	PSHE and how to live healthy lives (including RSE) Community Inclusion Preparation for Education and Employment after FAW Independent Living Skills	Personal And Social Development	- Citizenship, health and well being
				SMSC							
				Communication and Interaction (including SCERTS for pupils in the Structured Learning Approach)		Communication, Language And Literacy	- English (also embedded in all curriculum areas)	English and Communication	English: Reading Writing Speaking and Listening	Skills For Life And Learning	- Functional English & maths; ICT; Key skills; personal progress units; food technology
				Functional Literacy And Numeracy Skills	- Literacy - Numeracy	Numeracy, Thinking Skills And Problem Solving	- Maths	Mathematics	Mathematics	Options	- AQA Unit Scheme; D Of E
				Key Skills And Enrichment	- Art - Music - Design - Technology	Creative Development	- Art And Design &DT - Design - Music and Drama	Creative Arts	Art, Textiles and Design Technology Music Drama	Vocational Studies	- Employability, work experience; community links
					- History - Geography - RE - Science	Knowledge And Understanding Of The World	- History - Geography - MFL - Science - ICT - RE	Humanities	History Geography Religious Education	Sport, Physical Activity & Leisure	-Fundamental movement; AQA Units; Swimming; Cycling
				Physical & Sensory Development	- PE and other specific physical activities	Physical Development	- PE	Science	Science		



The twin 'central' pillars of 'communication' and 'cognition' are the fulcrum of this structure, since all of our pupils are learning to communicate, think and learn (Lacey, 2011). These integral components have given slightly different names within each curriculum / learning approach.

More detailed guidelines summarising the content and breakdown of each curriculum level is provided in the next section.

Finally, it is important to comment upon P Scales or (P Levels), which were previously used to assess the progress of children aged 5-14, whose abilities did not yet reach Level 1 of the National Curriculum. P Scales were split into eight levels. P scales 1-4, for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study, have been replaced with the Engagement Model. P scales 5-8, for pupils working below national curriculum levels who are engaged in subject specific study, have been replaced by the Pre-key stage standards. Although 'P' levels are no longer therefore used to assess pupils, they still provide a common reference point and will be used to help describe our different curriculum approaches, as reflected in the BSquared 'Connecting Steps' assessment system and frameworks.

5. Guidelines Summarising Content And Timetabling For Each Curriculum Level

'The Early Learning Curriculum'

The 'Early Learning Curriculum' is a continuation of the EYFS curriculum that ensures that pupils' early learning experiences continue to be holistic, child centred, interactive, creative and motivating for all pupils.

The specific aims of the curriculum mirror those of the EYFS:

- For pupils to become more competent communicators (through whichever method suits them best)
- For pupils to fulfil their potential in terms of being independent
- To provide relevant breadth and balance of learning opportunities
- To offer access to relevant inclusion opportunities
- To enable pupils to value themselves as part of society
- For pupils to develop a greater awareness of themselves and their capabilities
- To develop pupils' self-esteem and confidence alongside their practical skills and ability to use and apply their knowledge where possible
- To allow pupils the opportunity to surprise us
- To help our pupils to develop greater 'resilience' i.e. the capacity to cope and thrive in the face of negative events, challenges or adversity.



Where appropriate, a SCERTS informed curriculum also runs parallel to the early learning curriculum. This provides a bespoke social communication and emotional regulation focus alongside termly topic opportunities.

These areas of learning form the backbone of the early learning curriculum. They are enriched by termly topics, which run on a two-year curriculum cycle. Over pupils' time at school this enables them to experience a curriculum that is not only 'broad, balanced and relevant' but which also facilitates continuity, progression, connectivity and coherence. Practically speaking this approach also enables us to ensure that resources are not all in demand by everyone at once. The 2 year cycle provides guidance for : termly topics, suggested texts and guidance on how to incorporate Communication and Interaction, Language and Literacy and Early Numeracy Skills.

As supported by 'Curriculum leaders or TLR holders, each term teachers collaborate to co-produce overarching topic webs – this enables them to develop curricular ideas and to share specific skills, resources and expertise. These curriculum webs provide ideas, not instructions and they act as the starting point for individual class teachers to then:

- Plan and teach the areas of learning

- Plan focussed opportunities for teaching and learning the skills needed to access a rich range of experiences
- Use topics for interest and motivation
- Give pupils opportunities to practise and generalise their learning
- Allow space and time for pupils to surprise us
- Ensure that learning is always child focused and that planning takes into account individual pupil priorities, learning styles and preferences

The curriculum is designed to support teachers to plan in a developmental and progressive way for our pupils. Teacher plan thoroughly to not only ensure that day-to-day learning activities feed into long term goals but also to provide a framework for communication with their staff team. Teachers are encouraged to devise learning intentions rather than objectives, as this provides greater scope for process learning and child led surprises or ‘incidental learning’ to occur.

Staff use the ‘evidence for learning’ platform to:

- Demonstrate impact and show clearly what their learners can do as a result of the curriculum, pedagogy and support they are offered
- Assess against a range of frameworks
- Evidence, assess and track progress against individual targets related to EHC plans
- Automatically link evidence, achievements, outcomes and judgements
- Engage and involve parents in their child’s learning and development
- Support moderation

The curriculum offers a mixture of play and more formal teaching, coupled with a balance of adult-led and child-initiated activities. Each area of learning is delivered through planned, purposeful play and through a mix of adult-led and child-initiated activity. Child initiated play enables our pupils to consolidate their learning, and to build their confidence as they develop their ability to explore, think about problems and relate to others. In planning and guiding these experiences, teachers create opportunities for:

- Peer to peer interaction
- Playing and exploring: where pupils investigate and experience things, and ‘have a go’
- Active learning: where pupils are encouraged to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements
- Creating and thinking critically: where pupils develop their own ideas, make links between ideas, and develop strategies for doing things

At Five Acre Wood our core learning opportunities centre around the following key approaches

- The Curiosity Approach TM
- Hygge
- Forest School - Saplings



‘Early Learning’ – Curriculum Framework

EYFS Term & Theme	1 Getting to Know You	2 Celebrate!	3 In a Time Gone By	4 The Great Outdoors	5 Entertainment	6 Animal Magic
<p><u>Early Learning Curriculum Key Values:</u></p> <p>In the Early Years, a strong emphasis is laid upon open-ended learning and establishing a sense of awe and wonder throughout our provision. We nurture a natural curiosity within our learners and do this by encouraging exploration in a range of settings. Careful consideration is given to the layout of the learning environment and the resources within it to create a relaxed atmosphere that enhances engagement and a sense of belonging. The Early Years aims to foster communication and social opportunities between a range of learners alongside building strong relationships with adults to create feelings of connectedness.</p>						
Topics						
Year One: 2023-2024	Likes/Motivators Animation (Disney, Pixar, Dreamworks, Nick Jr., CBeebies) Experiencing Autumn	‘Spooksville’ Diwali Christmas	Dinosaurs Pre-historic world	Life On the Farm	Life at the Circus	Woodland animals Holidays
Year Two: 2024-2025	Likes/Motivators Animation (Disney, Pixar, Dreamworks, Nick Jr., CBeebies) Harvest (farm life, food & veg, crops, changes, planting)	‘Spooksville’ Fireworks/Bonfire Christmas	Space	In the Garden Mini beasts/pond life	Sea Animals The Aquarium	Safari animals The Seaside
Books Related to Topic						

<p>Books (linked to theme)</p> <p>Year 1 Academic Year 2023-2024</p>	<p>Linked to pupils interests</p> <p>The very helpful hedgehog That's not my hedgehog Autumn song sack</p>	<p>Pumpkin Soup Fox in the dark Room on the broom Meg and Mog Jolly Christmas Postman Father Christmas needs a wee The mouse that cancelled Christmas</p>	<p>Tyrannosaurus Drip Stomp, Roar 10 little dinosaurs Non-fiction books 'Bumpus Jumpus Dinosaurumpus' Harry and the Dinosaurs The Dance of the Dinosaurs Dinosaur Roar</p>	<p>What the ladybird Heard Farmer Duck The Pig in the Pond Farmyard Hullabaloo Oh Dear The odd egg</p>	<p>Paddington at the circus Molly's circus You See a Circus, I See...</p>	<p>The Gruffalo Owl babies We're going on a bear hunt That's not my squirrel Night, night forest friends</p>
<p>Books (linked to theme)</p> <p>Year 2 Academic Year 2024-2025</p>	<p>Linked to pupils interests</p> <p>Tree: Seasons come, seasons go Percy the Park Keeper Autumn song sack</p>	<p>The stick man The witch and the warthog Whoosh went the witch Santa Loves Underpants Dear Santa Sproutzilla Mogs Christmas Calamity The Magic Christmas Sleigh</p>	<p>Whatever Next How to Catch a Star Zoom to the Moon Zoom, Rocket, Zoom Aliens Love Underpants You Choose In Space Space Song Rocket Ride, Barefoot Books</p>	<p>A squash and a squeeze Winnie the pooh: Pooh's secret garden Peter Rabbit Super worm Hungry Caterpillar</p>	<p>Shark in the park Ocean in the commotion Snail and the whale Sharing a shell</p>	<p>Barefoot Books Animal Boogie Night Monkey, Day Monkey Monkey and Me Monkey puzzle</p>
<p><u>Continuous Provision</u></p> <p>Morning focus: Pupil specific targets, Invitation to Play, Curiosity</p> <p>Afternoon: Topic enrichment</p>	<p><u>EHCP Prime Areas:</u> Communication & Interaction; Cognition & Learning; Social, Emotional and Mental Health; Physical & Sensory; Independence/Preparing for Adulthood</p> <p>Self-awareness ; Weather ; Sense ; Healthy Living ; Seasons ; Peer Relationships</p> <p><u>RSE:</u> Families and people who care for me ; Caring friendships ; Respectful relationships ; Being safe ; Mental wellbeing; Internet safety & harms; Physical health and fitness ; Health and prevention</p>					
<p><u>Pupil Engagement</u></p>	<p>Alongside core interventions used across the whole school, such as the SCERTS model and the Engagement Model, the Early Years uses the following approaches to learning:</p>					

<p>(SCERTS, Engagement Model)</p>	<p style="text-align: center;"><u>The Curiosity Approach</u></p> <p>A modern-day approach focusing on open-ended resources, loose parts and the natural world that fits in with the current technological times. It brings curiosity, awe and wonder into early childhood and creates the ‘thinkers and doers’ of the future. The Curiosity Approach aims to empower and ignite passion and excitement in practitioners.</p> <p style="text-align: center;"><u>Hygge</u></p> <p>A Scandinavian term that doesn’t translate to English. It is a feeling, an atmosphere – a cosy, comfortable and warm space. Where children can feel connectedness with adults, build trust. For staff to rebalance themselves creating a feeling of contentment and positive well-being.</p> <p style="text-align: center;"><u>Forest School/Saplings</u></p> <p>A bespoke learning provision within our Outdoor Learning Environment. Saplings is a pre-cursor to forest school sessions that are led by the Outdoor Learning Team. Saplings allows students to build a connection with nature, have the freedom to explore in a way that they cannot within the confines of a classroom and prepares them for forest school sessions.</p>
<p>Communication and Interaction</p> <p>Functional skills and Communication in mornings Informed by EHCP targets, SaLT, SCERTS</p>	<p style="text-align: center;"><u>Speaking & Listening</u></p> <ol style="list-style-type: none"> 1. Attention and Listening Skills (Use of visual, tactile, verbal prompts, use of total communication, accompanied by signs etc.) <li style="text-align: center;">2. Play and Interaction 3. Communicating and Interacting (Functional Communication/Pragmatics– is about how children become communicators. Learning to listen and speak emerges out of non-verbal communication, which includes facial expression, eye contact and hand gesture. These skills develop as children interact with others, listen to and use language, extend their vocabulary and experience stories, songs, poems and rhymes) 4. Understanding Language (Receptive/Listening- understanding simple key words, moving onto instructions with increasing range of words and concepts-position, description, size etc..., understanding questions, time concepts, jokes) 5. Using Language (Expressive/Speaking, this includes developing use of AAC devices, increasing vocabulary, improving use of grammar (personal pronouns, tense etc), increasing range of communication functions, recall of words and events,) 6. Speech- articulation- this should be done with advise from SALT) 7. Language for Thinking – is about how children learn to use language to imagine and recreate roles and experiences and how they use talk to clarify their thinking and ideas or to refer to events they have observed or are curious about. Abstract concepts such as things you can’t see, imagination, thinking, how, why and inference.
<p>Language and Literacy</p>	<p style="text-align: center;">ASPECTS, LANGUAGE AND LITERACY</p> <p style="text-align: center;">Reading</p> <ol style="list-style-type: none"> 1. Reading behaviour– is about children understanding and enjoying stories, books and rhymes, 2. Pre Reading- Satisfactory eyesight and hearing, Visual discrimination, Sound discrimination, Memory (repeat a short phrase, repeat a nursery rhyme or 4/5 line poem or tongue twister), Concentration – can engage in a task for at least 5 - 10 minutes, Knows how to hold a book, turn the pages. Knows that in English, print reads from top to bottom, left to right.

	<p>3. Pictures and Symbols - recognising that print carries meaning, Recognises Logos, or symbols. 'Reading' both fiction and fact, and reading a range of familiar words and simple sentences.</p> <p>4. Linking Sounds and Letters – is about how children develop the ability to distinguish between sounds and become familiar with rhyme, rhythm and alliteration. They develop understanding of the correspondence between spoken and written sounds and learn to link sounds and letters and use their knowledge to read and write simple words by sounding out and blending.</p> <p>5. Reading Words and Phrases- using combination of skills to decode and blend in order to read for meaning. Recalling events, making predications and inferring from text.</p> <p style="text-align: center;">Writing</p> <p>1. Muscle strength and Fine motor- Fine motor skills developed, Hand eye co-ordination developed, Satisfactory sight (if VI, specialist advice followed),</p> <p>2. Mark Making and Writing– is about how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes.</p> <p>3. Handwriting– is about the ways in which children's random marks, lines and drawings develop and form the basis of recognisable letters.</p> <p>4. For further skills see National Curriculum.</p>
<p>Early Numeracy</p>	<p style="text-align: center;">Functional skills in mornings Topic related consolidation in afternoons</p>

‘The Sensory Curriculum’

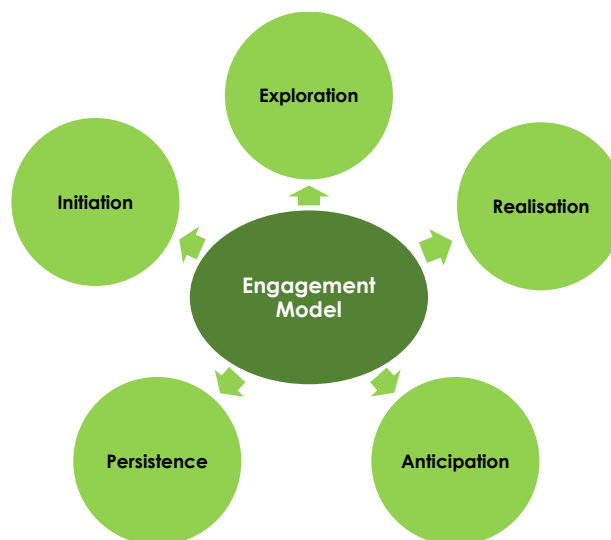
The sensory curriculum is a process driven curriculum where outcomes are flexible in order to facilitate pupil success. Every pupil is supported to access a curriculum that meets their needs. We recognise that our students will take an extended time to learn new and meaningful skills, therefore the process of learning must be constructed carefully. Our curriculum must include a range of coordinated opportunities to:

- differentiate the presentation and pace of the curriculum to match pupils’ communication, sensory, medical and physical challenges e.g. CVI, MSI, VI, HI, Cerebral Palsy and more
- develop pupils’ independent communication skills which supports pupil agency
- target the sensory needs of our pupils to support readiness for learning and develop functional and independent skills
- address the physical, emotional, medical and mobility needs of our pupils

Our students experience a highly differentiated curriculum that gives opportunities for learning incrementally, building one skill upon another.

The sensory curriculum is accessed at different stages, based upon presenting pupil need. This is very much decided on an individual basis and complemented by use of the engagement model (Standards and Testing Agency, 2020) as an assessment tool.

Pupil engagement profiles (see Appendix 1) are completed by staff who know the pupils well and form the basis for what staff are looking for in relation to pupil presentation. As per the engagement model, this is split into 5 key areas: initiation, exploration, realisation, anticipation and persistence.



By starting with how each pupil specifically presents and communicates staff are able to scaffold and facilitate future engagement in a meaningful way. The engagement profile is used alongside work on short term targets for pupil EHCP outcomes.

My Communication

This area recognises the basic human desire to be understood, to understand and to be self-directing. Communication includes the young person’s ability to have an impact upon their

environment, which includes the people within it. The ability to communicate thought, to be heard and responded to is what makes us essentially human, yet it presents a significant challenge for our students. The medical complexity of many of the challenges that are presented to our students means that they may not be able to 'acquire' language as the 'typically' developing infant does, therefore our curriculum must be designed to offer repeated opportunity to give the student the ability to develop from a reflexive communicator to an intentional and interactive one.

Pupils' communication styles and preferences are assessed and developed so that communicative opportunities can be maximised. Communication passports are in place for every pupil; these documents provide a clear overview of how the young person communicates, including any therapy reports. Pupils use a range of low tech (e.g. yes/no wristbands, Makaton, Big Macs, communication books, and PECS) and high-tech devices (e.g. digital communication aids and eye gaze software) in order to augment their communication. My Communication is taught in functional situations so pupils can immediately see the results of their communicative attempts. Touch body cues are used throughout the day to support receptive and expressive communication. My Communication addresses the skills that underpin basic communication, such as shared attention, responding, turn taking, anticipating, showing preferences, and making choices.

My Thinking

The development of thinking and cognition is only developed when the student can perceive themselves as part of a world in which they belong and also have a position in it. The student will only be able to develop their thinking by receiving many opportunities to become aware of and explore the world around them. These opportunities are designed and constructed to develop the exploration and manipulation of objects and on developing actions which make things happen and change. The learner will be developing the ability to problem solve and notice the relationships between materials and events, their sequence and pattern.

My Body

The development of an understanding of 'My Body' is central to the learning of pupils in the sensory curriculum. The learner must initially learn what are the parameters of their body and what is beyond it. It is only by this perceptive understanding that a person becomes themselves. It is easy to see therefore that a person with limited independent movement and or sensory disturbances will find it hard to make these distinctions. Awareness of the body needs to be taught and only when it is perceived can the development of gross motor skills, fine motor skills and mobility be developed. For some learners this is accessed through targeted activities looking at the proprioceptive and vestibular sensory systems and a developing recognition of the calm/ alert states. Other learners may have bespoke MOVE targets that are embedded within their daily routine.

My Independence

The ability to exert one's independence is, again, a basic human right, so it must be placed centrally within the sensory curriculum. Independence can only be developed when the person has developed an understanding of themselves as a person who can perceive the world around

them, develop their thinking about what they perceive and begin to communicate about their desires and choices. Independence is not the ability to conform but rather the ability to take control over the experiences that go on around them. This is vital for our pupils in the sensory learning approach as they are likely to have limitations on their ability to be functionally independent in many areas. Pupils with this presentation of need are liable to be involved in activities that take a substantial amount of time, are about the most personal areas of self-care and are usually associated with the needs of children of an early age. Our curriculum must make time for these activities to take place, but they must also be designed to ensure that the pupil can develop the maximum amount of independence in these areas as possible. This may be physical independence skills, but may also be the ability to communicate about these activities, to accept or decline, to request or to terminate. While these skills are developing, wherever possible pupils will work with familiar adults.

The basic activities of self-care are also the ones that are likely to have the greatest impact on the family in terms of time and location. The more independent a pupil can become the more life possibilities and opportunities are available for them and their families. Our curriculum must focus on those activities, valuing them and giving them time to be achieved: eating and drinking, hygiene, toileting and dressing. In accessing this, pupils should have the opportunity to have an active role within their routine.

Me And My Community

This curriculum area focuses on meeting the requirement of all human beings to belong. Our pupils have a right to be part of the community and have a unique identity within it. Understanding the community can only be developed through a growing awareness of the pupils' own body, developing their perception, and thinking and including them in a communicative environment where they can discover and develop their voice. Transactional supports are used as part of this process in order to facilitate access to and participation in the wider community. For a pupil with complex physical and learning needs it will be a long journey to know themselves as part of a wider community. This learning is therefore presented in functional contexts where pupils can be part of real time events and experiences which need to be repeated to develop real meaning and understanding. This is also the reason why the curriculum operates an annual cycle of themes that enables our pupils to develop and deepen their understanding of the real world they live in (see Planning Tools).

Other Curricula Areas

The following curricula areas are embedded within the five strands above and are taught in functional, meaningful settings.

IT is seen as one of the enabling strategies available for our pupils in the sensory learning approach and will be used to increase their access to the outside world, enhance communication, develop environmental control as well as exploring their own interests.

The SMSC (Social, Moral, Spiritual, Cultural) aspects of learning are central to the five pillars of learning described above as we create the pathways with our pupils which enable them to be joyful as they achieve their potential to the greatest degree possible.

ASDAN

All pupils in years 9, 10 and 11 complete ASDAN - Personal Progress accreditation modules. Across the year pupils complete up to 12 modules which are selected based upon their needs and abilities. A central record is maintained, so as to ensure continuity and progression. Modules are levelled using Working towards, Entry 1, Entry 2 and Entry 3, Level 1, Level 2, Level 3. Most pupils within the Practical Learning Approach will be 'Working towards'. That said many pupils have 'spikey profiles' and strengths in particular areas, so may achieve a higher award.

Engagement Steps

'Engagement Steps' are delivered through topic-based learning and holistically across the school day. These compliment EHCP outcomes, particularly in relation to the foundations of engagement.

The skills are split into multiple frameworks:

- Cognition and Learning (Engagement) – Exploration
- Cognition and Learning (Engagement) – Realisation
- Cognition and Learning (Engagement) – Anticipation
- Cognition and Learning (Engagement) – Persistence
- Cognition and Learning (Engagement) – Initiation
- Communication and Interaction – Expressive Communication
- Communication and Interaction – Receptive Communication
- Social, Emotional and Mental Health – Emotional Affection
- Social, Emotional and Mental Health – Social Affection
- Sensory and Physical – Auditory Operation
- Sensory and Physical – Tactile Operation
- Sensory and Physical – Olfactory/ Gustatory Operation
- Sensory and Physical – Vestibular Operation
- Sensory and Physical – Visual Operation
- Sensory and Physical – Proprioceptive Operation
- Sensory and Physical – Fine Motor Operation
- Sensory and Physical – Gross Motor Operation

These are assessed through the following judgements:

N – Encounter
A – Awareness
R – Attention and Response
E – Engagement
P – Participation
I – Involvement
G – Gaining Skills and Understanding

M – Mastered

These judgements are sequential and rooted within existing well-established frameworks and strategies, such as Intensive Interaction. Students may be working on skills across multiple ‘steps’ or stages, through a topic-based approach or as incorporated within ASDAN units of learning.

At FAW pupil progress within the Engagement Steps are recorded electronically using bSquared, which is used across Kent Special Educational Needs Trust (KSENT). These records on bSquared are used to consider meaningful next steps within mid-term planning, in order to support pupils progress.

This is an online programme, where each pupil will have a record on attainment. Teachers make a summative judgment using the descriptors above. This gives teachers a percentage for the amount of progress each student has made.

Timetabling The Sensory Curriculum

In line with the student’s development, different time allocations are given to these areas. These may vary according to individual need and the particular ‘weightings’ which a pupil may require. Teachers will make decisions about this based upon the current presentation of the learner and will evaluate impact on priority areas.

The diagrams overleaf are a pictorial and numerical illustration of the balance between these key areas. The commentary explores the dimensional inter-play within each learning approach.

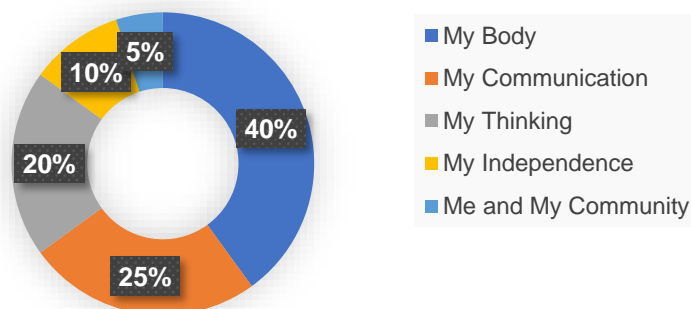
The creative arts are part of the celebration of experience and can be done in the here and now or in representational ways if the pupil has reached that level of understanding. However, as written earlier, the sensory curriculum is a process driven curriculum with a flexible outcome. The process of any creative activity will always be prized along with the outcome.



Case Study - Pupil E

Pupil E has profound and complex learning difficulties, with diagnoses of quadriplegic cerebral palsy, a moderate visual impairment and profound hearing loss. Pupil E experiences frequent seizure activity throughout the day, as well as post-ictal periods where they will be asleep. Pupil E shows early awareness of what is happening around them. They make some reflex actions and eye movements. It is unclear if they have communicative intent.

Time Allocation

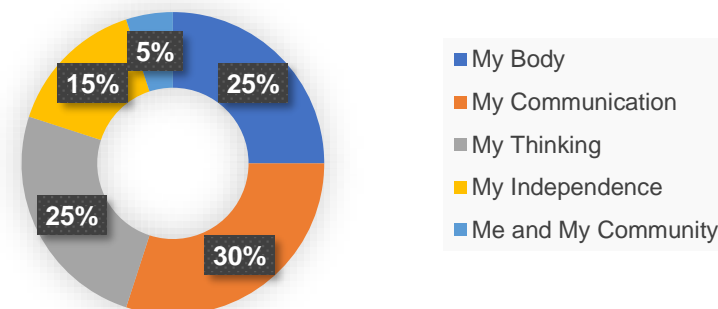


This pupil is a reflexive communicator. Their dominant sensory systems are the conduit for input from outside. Their responses are treated as communicative intentions and congruent action repeated to develop meaning to their motor movement. This interaction between communication and body sensation is the trigger to develop thinking. At this time the pupil is largely dependent on adults and their community in the meeting of their immediate needs. They receive regular facilitated body movement to maintain maximum flexibility and symmetry.

Case Study - Pupil S

Pupil S profound and multiple learning difficulties, including a diagnosis of Angelman Syndrome. Pupil S is pre-verbal is beginning to communicate through eye gaze, showing awareness of familiar adults and preferred people. Pupil S can present as frustrated (tensing body, unsettled vocalisations), but is usually able to regulate in the dark den with the lights, stilling and reaching out to them.

Time Allocation

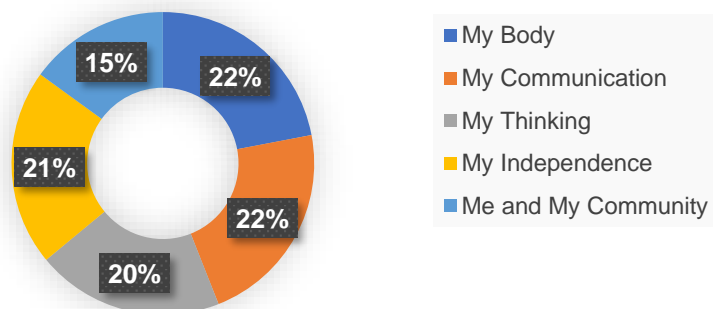


At this stage the student is actively learning through their body and exploring and finding what they can do. They may begin to show some imitational communication. The student is aware of themselves as a communicator and may show some imitational communication and ability to have an exchange with another. The student is beginning to realise that they can affect their environment through movement and experimentation. The student is beginning to show increased awareness of themselves in space and his relation to it. Independence skills are starting to develop through the ability to decide to respond.

Case Study - Pupil N

Pupil N has profound learning difficulties, including a diagnosis of Mowat's-Wilson Syndrome. Pupil N is mobile and will move around the environment freely, reaching for resources around them, sometimes looking at and pausing next to something that they like. Pupil N will move towards a preferred peer and will gravitate towards them and watch what they are doing. At times they will smile or laugh.

Time Allocation



At this stage the pupil continues to learn through movement by increasing control over their body. Pupils are working on increased mobility to follow their own interests. They are becoming communicators and the need to express what they want is strong. Thinking skills have been developed by experience and with them is a greater need to become more independent and also relate more actively with the wider community as they realise the benefits of social interaction. They are starting to make changes to the environment by using simple actions or environmental control technology.



Where appropriate, the most able pupils in the Sensory Learning Approach will have their learning extended through access to aspects of other curricula, e.g. Practical or Structured curriculum content. An example of this could be accessing an early reading/ phonics session with a class from the Practical Learning Approach. This also supports a smooth transition if pupils become better suited to another learning approach as they move through the school, with the option for other learning approaches to also make use of aspects the Sensory Curriculum, as appropriate for their pupils.

It is important to consider that these pupils often present with 'spiky profiles', with the complexity of their needs denoting that their best 'fit' is in the Sensory Learning Approach. Any student dealing with these barriers and moving towards a Pre Key-Stage Standards level must therefore have a personalised programme which develops their strengths while also addressing the medical, physical and personal independence skills they need to develop to function in a social world.

Delivery Of The Sensory Curriculum

It is accepted that students following the sensory curriculum

- Learn at a measured pace
- Will not independently generalise a skill learnt in one area to another
- Can find adjusting to change difficult
- Require repetition of skills in order to maintain them

As a result, movement from one environment to another with different staffing year on year is not necessarily the right model for our students. As a result all staff involved with our students need to work together closely to ensure continuity of learning.

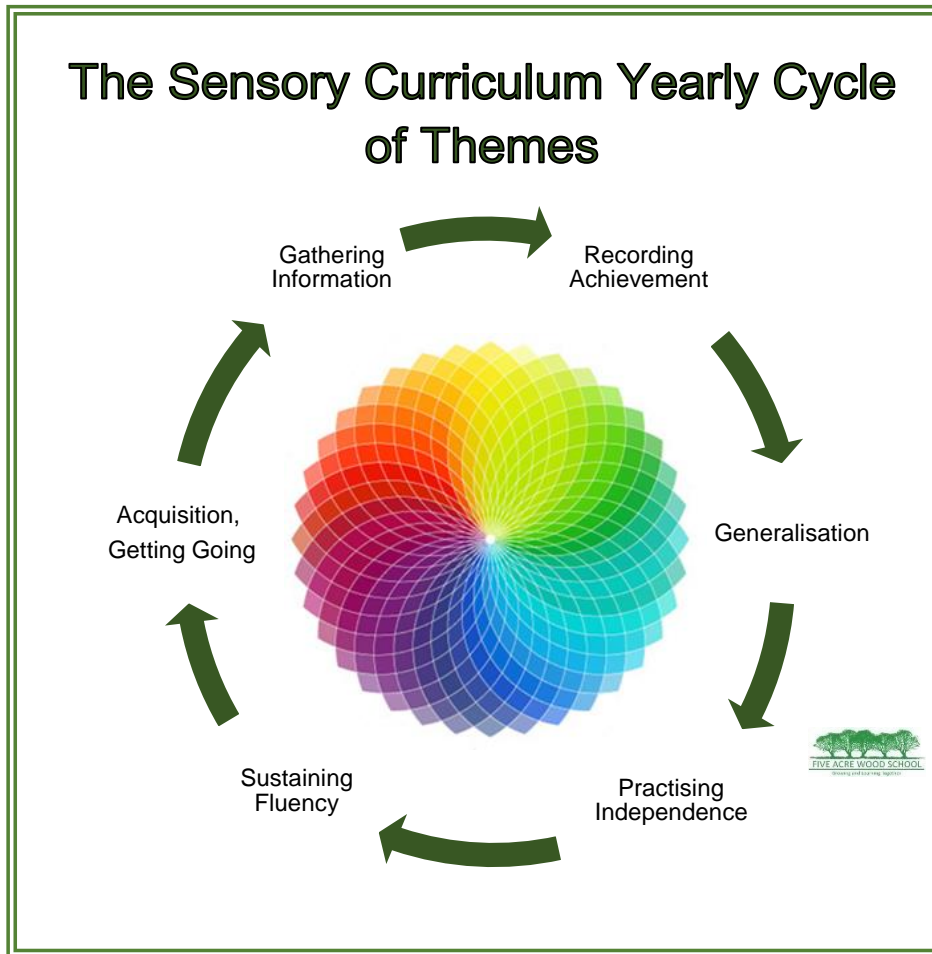
Each of the teachers delivering the sensory curriculum take responsibility for the development of the students':

- Communication (My Communication and Me and My community)
- Mobility (My Body, My thinking and My Independence, My Communication, Me and My Community)
- Sensory processing and independence (My thinking and My Body, My Independence)
- Environmental control (My Thinking, My Communication, My Body, Me and My Community, My Independence)

The teachers work collaboratively with therapists to ensure there is a cohesive therapy plan for those pupils identified as requiring targeted support. This is woven and embedded into the pupil's individual pathway. The teacher has an overview of the development of those key skills to ensure that programmes continue seamlessly from group to group to achieve and maintain real, functional learning gains. In conjunction with this we have designated spaces to enhance the delivery of the curriculum, the quality of the learning experiences offered and hence the learning and achievement that our students make.

Planning Tools

The sensory curriculum is designed to teach the students about the world they actually live in, within 'real time'.



While we have developed a curriculum around our pupils, we recognise that each of them will follow a personal pathway through it, depending on the complexity of their need and core learning goals, but also on their interests, aspirations and abilities. Teachers therefore design pupil specific pathways for learning over time.

It is important to emphasise that there are 'learning intentions' and not fixed outcomes for all pupils. To be useful, the learning will be built up at the student's pace, therefore it is not possible to consistently predict outcomes for all pupils; we can only intend and guide achievement. The curriculum itself then becomes the framework through which pupils learn and develop their skills in functional and social settings every day.

These key learning intentions are monitored and adjusted where appropriate using continuous assessment for two terms. These learning intentions are then reviewed, and their success embedded into the design of the next learning intention building on their prior learning. This ties in with the triannual review of Provision Plans, which happens for all pupils at Five Acre Wood.

The diagram below illustrates how the curriculum begins and builds up from each individual pupil.

Working With Families

As discussed, the curriculum for pupils with profound learning difficulties is driven by identification of individual personal goals developed alongside parents. There is close contact between home and school. Parents and carers are involved in planning and meeting the needs and help to identify priority targets. School and partner agencies keep in close contact and try to meet whole family needs whenever possible. Evidence of pupil learning, including photographs, videos and assessments referenced against learning frameworks, are shared with parents on the 'Evidence for Learning' platform. Parents can also add examples of learning from home, and through collaboration create a wider picture of a pupils learning and progress and opportunity to share achievements and aspirations.

Quality Of Life and The 'Voice' Of The Student

The complexity of needs experienced by the students means that sometimes they are uncomfortable and need to endure difficult procedures. They are often unable to control their own environments and they need to wait for the world to come to them. We try to minimise these unsatisfactory moments and engage them in activities they enjoy to improve the quality of their lives. Staff keep the student's needs always in mind, using observation to help them recognise the 'voice' of the student at the centre of everything they do.



Sensory Curriculum Framework

Area of learning	Sensory phase	2023/2024			2024/2025		
<p>Sensory curriculum is designed to develop a rich environment through a responsive, multisensory and communication environment and postural management provision. Communication is fundamental area of progression to allow active engagement and social interactions, to make choices and communicate wants and needs in ways that are meaningful and appropriate to individual pupils. Provide holistic learning experiences which are personalised to meet the unique needs of individuals and groups.</p>							
Term	Autumn	Spring	Summer	Autumn	Spring	Summer	
<i>Individual EHCP targets. Continuous Provision Plans which are incorporated throughout the day</i>	<p>Communication and interaction, Cognition and learning Social, Emotional and Mental Health Physical and Sensory My Independence</p>						
<i>Five pillars of learning</i>	<p>My thinking (Numeracy, ICT -switches) My communication (Communication passport) My independence Me & My community My body / Move</p>						
<i>Individualised learning</i>	<p>My Engagement profiles (Exploring, Realisation, Anticipation, Persistence, Initiation), Communication passport - Linked to the communication hierarchy levels of pre-symbolic and symbolic communication Engagement pathway - pupils will be using an Engagement model approach. This focuses on 5 areas – Exploration-Realisation-Anticipation – Persistence – initiation. As well as developing skills to promote their communication and life skills, the curriculum is experienced through multi-sensory approaches where learning activities/ stimuli will be presented to the children to explore and develop their learning. Asdan/ Life skills - development around pupil's personal progress and social skills (Key stage 3 & 4)</p>						

<p><i>Connecting steps – Engagement steps is an assessment process to help support pupils who are not yet engaged in subject-specific learning.</i></p>	<p>Communication and interaction Functional movement / Sensory and Physical/ Making connections Sensory (Scent of the day) Cognition and learning Social and Emotional and Mental Health (Self and Emotions)</p>					
	<p>Independence - Life skills (Preparing for adult hood) Shopping, travelling, cooking, self-help skills, Physio programmes (Dressing, personal hygiene, toileting, feeding, self-regulating, transitioning)</p>					
SCERTS	Focuses on building competence in Social Communication, Emotional Regulation and Transactional Support					
	<p>Autumn Term 1 - Gather in Term 2 - Acquisition, getting going</p>	<p>Spring Term 3 – Sustaining and developing fluency Term 4 -Practicing independence</p>	<p>Summer Term 5 – Generalisation and refinement Term 6 – Recording achievements</p>	<p>Autumn Term 1 - Gather in Term 2 - Acquisition, getting going</p>	<p>Spring Term 3 – Sustaining and developing fluency Term 4 - Practicing independence</p>	<p>Summer Term 5 – Generalisation and refinement Term 6 – Recording achievements</p>
<p>Over Arching Topic These will be adapted to the needs and abilities of our pupils</p> <p>Examples of extension topics are given throughout. Teachers are supported to choose what is most appropriate for their students and topics/ themes are under constant review.</p>	<p>My Self / My community Term 1 – All about me (Interesting Facts about Me, things I like, my family) Term 2 – Celebrations – Colours (Out in the community)</p>	<p>The world around me Term 3 – Transport (Out in the community) Term 4- New beginnings (Easter, growing plants/ baby animals)</p>	<p>The Wider World Term 5 – Our local community Term 6 – Seaside / under the sea</p>	<p>My Self / My community Term 1 – Ourselves – How I am changing (Growing) Term 2 – Celebrations – Colours (Out in the community)</p>	<p>The world around me Term 3 – Winter wonderland Term 4 – Farming world -Mini beasts and habitats</p>	<p>The Wider World Term 5 – Down in the jungle (Camouflage) Term 6 – Holidays (Out in the community)</p>

<p>Through Topic related activities pupils will experience the world around them.</p> <p>Assessments will be made using Evidence for learning within the priority Areas of Learning for the pupil (selecting from behaviour for learning, communication and language, curiosity and creativity, life skills, my body staying safe, relationships, physical development and thinking skills.)</p> <p>See separate documents for the progression of skills and activity ideas.</p>	<p>Term 1:</p> <p>Warmth (not heat), conkers, chestnuts, blackberries appear, leaves fall from the trees, colours of orange, red, brown are seen, crisp, crunchy sounds are heard, fruit, and vegetables ready for harvesting. Scents oranges, apples, (Fruit and veg)</p> <p>‘Interesting facts about me’ About all me - <u>sharing</u> about our own likes and dislikes and the likes and dislikes of others</p> <p>The things I like Friendships Peers’ names and names of staff Class boundaries Class routines</p>	<p>Term 3:</p> <p>Snow ice icicles frost Coldness and warmth Cold earth bare trees, Colours white and grey Eucalyptus</p> <p>Push and Pull (cars, bubbles, and Kites) Exploring fast and slow and how things move The Different Ways to Travel’ Comparing ways used to travel Where can we travel to Fast and slow Float and sink Valentines’ day 14th February Mother’s Day 10th March 2024</p>	<p>Term 5:</p> <p>Seasonal influences and concept of time and change Warmer days Plants growing taller Fatter green grass Buds turns to leaves and flowers Return of bird song Sensory plants planted outside such as tomatoes Greens, pinks, reds, yellow, Scent- grass and tomatoes, floral smells Plant strawberries</p> <p>My local Environment + Places we visit on holiday/ days out School – where things are located (Going into horticultural) Buildings, Parks & Shops</p>	<p>Term 1:</p> <p>Warmth (not heat), conkers, chestnuts, blackberries appear, leaves fall from the trees, colours of orange, red, brown are seen, crisp, crunchy sounds are heard, fruit, and vegetables ready for harvesting. Scents oranges, apples, (Fruit and veg)</p> <p>My body Naming and identifying parts of the body Exploring ourselves Familiarising ourselves with peers and adults</p>	<p>Term 3:</p> <p>Snow ice icicles frost Coldness and warmth Cold earth bare trees, Colours white and grey Eucalyptus</p> <p>Valentines’ day 14th February Mother’s Day 10th March 2024</p>	<p>Term 5:</p> <p>Seasonal influences and concept of time and change Warmer days Plants growing taller Fatter green grass Buds turns to leaves and flowers Return of bird song Sensory plants planted outside such as tomatoes Greens, pinks, reds, yellow, Scent- grass and tomatoes, floral smells Plant strawberries Rocks and Soils Different types of habitats</p>
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			Using local amenities			
Due to the pupils needs and abilities teachers will use their discretion delivering RSE/SMSC to suit individual pupils in their class	<u>RSE/SMSC</u> _Harvest Friendships <i>(Kind friends and unkind friends)</i> Sensory assembly key stage 1 & 2	<u>RSE/SMSC</u> Chinese New Year Valentine’s Day Visiting Special places Leisure activities Local environment Road safety Transport & Travel training Walks around our local community and school Sensory assembly key stage 1 & 2	<u>RSE/SMSC</u> Ramadan (check time) Eid Father’s Day Seeking help / How to ask for help. Walk to the local shops And around our local community Using the sensory garden Transition Sensory assembly key stage 1 & 2	<u>RSE/SMSC</u> Harvest Friendships <i>(Kind friends and unkind friends)</i> Sensory assembly key stage 1 & 2	<u>RSE/SMSC</u> Chinese New Year Valentine’s day 14 th February Sensory assembly key stage 1 & 2	<u>RSE/SMSC</u> Eid al-Fitr. Father’s Day Transition Using the sensory garden Horticulture gardens Sensory assembly key stage 1 & 2
Through Topic related activities pupils will experience the world around them. Assessments will be made using Evidence for learning within the priority Areas of Learning for the pupil (selecting from behaviour for learning, communication and language, curiosity and creativity, life skills, my body staying safe, relationships, physical development and thinking skills.)	Term 2: Chill and coldness in the air Shortening of the day fog and mist Christmas carols and seasonal songs Presents given and received colours red, green gold silver purple	Term 4: Colours yellow white and blue Rainy days and puddles Windy days compost mud and stones Seeds can be investigated shoots and buds begin to appear – Willow,	Term 6: Seasonal influences and concepts of time and change, brightness, heat and sunlight, dappled shade, water warmed by sun, warm earth and sand , flowers in full bloom herbs	Term 2: Chill and coldness in the air Shortening of the day fog and mist Christmas carols and seasonal songs Presents given and received colours red, green, gold silver purple	Term 4: Colours yellow white and blue Rainy days and puddles Windy days compost mud and stones Seeds can be investigated shoots and buds begin to appear – Willow,	Term 6: Seasonal influences and concepts of time and change, brightness, heat and sunlight, dappled shade, water warmed by sun , warm earth and sand , flowers in full bloom herbs

<p>See separate documents for the progression of skills and activity ideas.</p>	<p>Christmas trees and decorations Christmas lights appear smells cinnamon nutmeg and gloves</p> <p>Fireworks, sparkle light in the sky- 5th November 2023 Diwali 13th November 2023 Safety Colours</p>	<p>catkins, daffodils, and bluebell, Scent, chocolate, and flower scents</p> <p>Life cycle of a plant / animal Growing plants Investigate and explore a fish Using our senses to explore arrange of plants, seeds, and soils Visit a farm to see new-born animals</p>	<p>releasing their scents Mint, Rosemary, basil, sage caramel Butterflies, bees, sand shells, ice cream, fruits Harvesting fruit Colours greens, blue, red, yellow</p> <p>Transitioning (Parents to be involved making a transition pack- likes and dislikes)</p>	<p>Christmas trees and decorations Christmas lights appear smells cinnamon nutmeg and gloves</p> <p>Fireworks, sparkle light in the sky- 5th November 2023 Diwali 13th November 2023 Safety</p>	<p>catkins, daffodils, and bluebell, Scent, chocolate and flower scents</p> <p>Min-beast habitats Finding mini beasts Observing mini beasts Identify different mini beasts Explore features of local habitats & predict mini beasts that may be found in each. Life cycle of mini beasts Camouflaging Features and parts of a mini beast Growing plants Using our senses to explore habitats</p>	<p>releasing their scents Mint, Rosemary, basil, sage caramel Butterflies, bees, sand shells, ice cream, fruits Harvesting fruit Colours greens, blue, red, yellow</p> <p>Holidays What to wear/ What would I put in my suitcase? Transition (Parents to be involved making a transition pack- likes and dislikes)</p>
<p>Due to the pupils needs and abilities teachers will use their discretion delivering RSE/SMSC to suit individual pupils in their class</p>	<p><u>RSE/SMSC</u></p> <p>Fireworks / fire safety Christmas Nativity Light Being safe</p>	<p><u>RSE/SMSC</u></p> <p>Weather- clothes to wear Mother's Day Easter activities, eggs rabbits and lambs</p>	<p><u>RSE/SMSC</u></p> <p>Woodstock Transition Transition pack (communication passport)</p>	<p><u>RSE/SMSC</u></p> <p>Fireworks / fire safety Christmas Nativity Light Being safe</p>	<p><u>RSE/SMSC</u></p> <p>Easter Caring for living things. Mother's Day</p>	<p><u>RSE/SMSC</u></p> <p>Father's Day Transition Woodstock Transition pack (communication passport)</p>

	Knowing people who are safe Sensory assembly key stage 1 & 2	Sensory assembly key stage 1 & 2	Father's Day 16th June 2024 Sensory assembly key stage 1 & 2	Knowing people who are safe Sensory assembly key stage 1 & 2	Easter activities, eggs rabbits and lams Sensory assembly key stage 1 & 2	Sensory assembly key stage 1 & 2
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My Thinking
(Cognition and learning)

ASPECTS OF NUMERACY

Numeracy is taught through my thinking and my independence. It supports and reinforces on the themes taught throughout the year. Through the five areas of engagement pupils are able to explore objects of permanence, cause and effect, cause and relationships and sequencing. During practical play some pupils will be encouraged to develop the use of number, shape and mathematical language. Numeracy is also covered in Community visits (e.g., shopping, public transport), Cooking, Fundraising events, such as Christmas and Easter fairs etc. Children are supported in developing their understanding of problem solving, reasoning and numeracy in a broad range of contexts in which they can explore, enjoy, learn, practice, and talk about their developing understanding. It is understood that children within the phase will be working at several different cognitive levels because of this note different learning outcomes. Pupils who have significant learning, communication, and sensory needs benefit from working in a highly structured environment which helps them to consolidate and generalise learning. In addition, these pupils require high levels of adult support. This could include a sensory approach to Mathematics with opportunities to explore Mathematical concepts in wide variety of environments and ways. Mathematics embedded in all activities to promote mathematical understanding and develop the ability to apply skills in all areas

Problem Solving

Problem-solving is an integral life skill. It helps to build character, resilience, and perseverance. Pupils at all stages of understanding are given sufficient exposure to reasoning and problem-solving activities. Providing hands-on problem solving activities across all areas of the setting – children learn to engage in problem solving through all their experiences and have frequent opportunities to take part in creative and engaging experiences

Number supporting daily routines

Some pupils will begin to understand regular daily routines, like snack time and going-home time, and how to use numbers to describe things. Numbers can be found in most situations: indoors, outdoors and in the community, like on bus stops or street numbers. Knowing daily routines throughout the day, using a different sense and colour for each day. Transitional supports are used throughout the day

ASPECTS OF LANGUAGE AND LITERACY

Literacy curriculum activities will support pupils to develop shared interaction and turn taking, and also promote communication skills whilst developing attention and listening skills. Communication opportunities are built in throughout the day, to share stories, answer questions and express emotions, when pupils are supported to develop their individual communication skills. Stories and songs play an important role in the structure of every day and are linked to the particular lesson, promoting engagement with letters and text. There is a focus on developing phonic knowledge, using the letters and sounds program, articulation and Jolly phonics, teaching pupils to hear, say and recognize phonic sounds. As pupils progress, children will learn how to blend sounds together, how to decode text, and how to print letters.

Across the day, activities are planned to promote control of both gross and fine motor skill that are required for all aspects of literacy. Mark making activities are planned and undertaken across the curriculum and pupils are supported to develop their confidence in letter formation and writing through activities, such as write dance and copying patterns.

Reading

1. Reading behaviour– is about children understanding and enjoying stories, books, and rhymes, sensory stories
2. Pre Reading- Functional eyesight and hearing, Visual discrimination, Sound discrimination, Memory (repeat a short phrase, repeat a nursery rhyme or 4/5-line poem or tongue twister), Concentration – can engage in a task for at least 5 - 10 minutes, knows how to hold a book, turn the pages. Knows that in English, print reads from top to bottom, left to right supported by Semantic sentences
3. Sensory story telling is an approach that provides more opportunities for children to understand, interpret and engage with a story.
4. Pictures and Symbols - recognising that print carries meaning, Recognises Logos, or symbols. 'Reading' both fiction and fact and reading a range of familiar words and simple sentences.
5. Linking Sounds and Letters – is about how children develop the ability to distinguish between sounds and become familiar with rhyme, rhythm and alliteration. They develop understanding of the correspondence between spoken and written sounds and learn to link sounds and letters and use their knowledge to read and write simple words by sounding out and blending.
6. Reading Words and Phrases- using combination of skills to decode and blend in order to read for meaning. Recalling events, making predications and inferring from text.

Writing

1. Muscle strength and Fine motor- Fine motor skills developed, Hand eye co-ordination developed, functional sight (if VI, specialist advice followed),
2. Mark Making and Writing– is about how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes.
3. Handwriting– is about the ways in which children's random marks, lines and drawings develop and form the basis of recognisable letters.

All of which is linked across all subjects and activities.

ASPECTS OF COMMUNICATION AND INTERACTION- SPEAKING & LISTENING

(Informed and assessed by EHCP targets, SALT, SCERTS, Communication Framework, TASSELS

Approaches to communication are delivered through Sensory cues, objects of reference, intensive interaction, Total communication, Augmentative and alternative communication, Makaton and on-body signing. Clicker 8, On body touch, TASSELS, haptic touch, object of reference, MSI room.

1. Pre communication and listening skills- using communication hierarchy levels and use of tactile communication

Level 1 - Pre-intentional behaviour

Level 2 - Intentional behaviour

Level 3 - Non-conventional pre-symbolic behaviour

Level 4 - Conventional pre-symbolic behaviour

Level 5 - Concrete symbolic communication

Level 6 - Abstract symbolic communication

Level 7 - Formal symbolic communication

2. Evidence in engagement for learning

3. Attention and Listening Skills (Use of visual, tactile, verbal prompts, use of total communication, accompanied by signs etc.)

4. Play and Interaction. Turn taking, sharing and role play

5. **Communicating and Interacting** (Functional Communication/Pragmatics– is about how children become communicators. Learning to listen and speak emerges out of non-verbal communication, which includes facial expression, eye contact and hand gesture. These skills develop as children interact with others, listen to and use language, extend their vocabulary and experience stories, songs, poems and rhymes)

6. **Understanding Language** (Receptive/Listening- understanding simple key words, moving onto instructions with increasing range of words and concepts- position, description, size etc..., understanding questions, time concepts, jokes)

7. **Using Language** (Expressive/Speaking, this includes developing use of AAC devices, increasing vocabulary, improving use of grammar (personal pronouns, tense etc.), increasing range of communication functions, recall of words and events,)

8. Speech- articulation- this should be done with advice from SALT)

9. **Language for Thinking** – is about how children learn to use language to imagine and recreate roles and experiences and how they use talk to clarify their thinking and ideas or to refer to events they have observed or are curious about. Abstract concepts such as things you can't see, imagination, thinking, how, why and inference.

<p>My body Including individual Physio programmes and physical self-regulation techniques</p>	
<p>Physical Development (PD)</p>	<p>Ongoing interventions that are selected to meet the needs of both individuals & groups within class. This will be dependent on child's ability and physical ability. Activities include Sensory circuits, Sensory diets, Move, Write - dance, Clever Fingers, massage, TACPAC, BEAM/Activate, yoga, amended Brain Gym, Attention Autism, wake up shake up, olfactory, intensive interaction. Massage, body trails, MSI plans.</p>
<p>Sensory Development & Fine/ Gross Motor Planning</p>	<p>Fundamental Movement (Agility, Balance, Co-ordination) Core skills (run, jump, throw, catch, strike, skip) through a multi-skills approach</p>
<p>Social emotional and well being Access to self-regulation strategies Identify and manage feelings and behaviour, and reach out for help where necessary, Zones of regulations, Transitional music Turn taking opportunities Waiting Sharing Peer to Peer interaction Finding their own voices to express themselves Build resilience, self-esteem and confidence SCERTS Art enrichments</p>	
<p>Rationale- Every student deserves to be included within their social world. In order to do this, they will need to learn o recognise and comprehend events that are going on around them. Our pupils in the pre formal curriculum are unlikely to able to form abstract ideas but will be responding to the here and now. For that reason, our themes have to resolve around the changes and events in the world they experience. In our pre formal curriculum, we will be using the seasonal changes as well as festivals, to develop the student awareness of and participation in their own and their family's lives. Learning will take place in real life settings, throughout the year, where, students develop new skills, they come round to a seasonal event with an enhances ability to participate and enjoy themselves.</p>	

Example Mid-Term Plan

Mid-term plans are pupil specific across the sensory learning approach

My Body

bSquared

Sensory and Physical

- Gross motor operations (Step 5 +16%) Gets up and down stairs by holding onto the rail.
- Places round pegs in holes
- Auditory operations (Step + 14%) Listens as a member of staff talks about a book
- Responds to music by vocalising

Annual Review/ Provision Plan:

- **Sensory and Physical/ MOVE Target:** I will be able to stand in my stander for 25 minutes, to complete adult led activity during a morning session, once a day.
- I will be able to walk to the care suit and back to class independently, at least twice a day.

Learning experiences and activity ideas:

- Provocation tray – intonation – (warm earth and sand, flowers in full bloom herbs releasing their scents Mint, Rosemary, basil, sage caramel Butterflies, bees, sand shells, ice cream, fruits, Colours greens, blue, red, yellow
- Sandcastle
- Creative activity- Father's Day cards / suncatchers
- Explore patterns with mark making waves, footprints in sand, seashells
- Seaside pictures using shells / collage
- Large scale painting/chalking outdoors to make waves
- Just Dance Kids Under the Sea
- Cosmic Kids Yoga: Squish the Fish

Engagement model foci (circle):

Exploration, Realisation, Anticipation, Persistence, Initiation

My Thinking

bSquared links (circle): Cognition and Learning,

- Exploration (Step 5 + 4%) 'Asks' for help when frustrated
- Explores pages in books visually/haptically when working with a member of staff
- Persistence (Step 4 + 65 %) Explores an activity for five minutes when working coactively
- Pushes different shapes through matching holes when encouraged to do so by an adult

Annual Review/ Provision Plan:

- I will be able to identify and match numerals from 1-6 from a choice of three on 3 out of 4 occasions.
- I will be able to independently overwrite circular and straight lines with more control, on two out of three occasions, with verbal support.

Learning experiences and activity ideas:

- Measuring fish, buckets / Size sequencing objects i.e., shells, buckets
- Floating & sinking
- Prepositioning of objects, e.g., Sand/ball in bucket
- Counting number of objects- fishing game, colour matching
- Block graph, favourite ice cream etc
- Sequencing a four-part colourful semantic sentence to match the picture

Engagement model foci (circle):

Exploration, Realisation, Anticipation, Persistence, Initiation

Communication

Symbol level

- Objects/Photos/Symbol

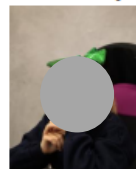
Primarily communicate

- Speech/ Voca/communication books/Photos/ Symbols

Visual aids

- Visual schedule/Adults using Makaton signs/Vocabulary boards/objects / photos/ symbols/ iPad

Mid Term plan



Term: 6

Topic/ Theme: Seaside / under the sea

My Communication

bSquared links (circle): Communication and Interaction

- Expressive communication (Step 5 + 48%) Answers yes/no questions using symbols when working with a member of staff
- Joins in rhymes or jingles with babble and a few recognisable words, signs, or symbols.
- Receptive communication (Step 5 + 10%) Completes a simple task when requested, e.g., puts their cup in the sink when asked.
- Points to their body parts when named.

Annual Review/ Provision Plan:

- I will be able to combine symbols to indicate the need for help starting with 'I want... with words, symbols and my iPad at least 3X a day, independently.
- I will be able to request new colours when painting, e.g., by pointing to their selection, using my iPad or communication board. at least once a day, with 70% accuracy.

Learning experiences and activity ideas:

- Requesting number songs,
- Three/Fout part colourful semantic sentences to match the picture
- Complete speech and language activities Pictoy 3 and 4 with a chosen peer.
- Learning songs: "A Sailor went to Sea", "A Hole In the Bottom Of the Sea", "12345 Once I Caught A Fish Alive". Under the Sea, I do like to be beside the seaside
- Small world play and exploration table
- (Using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger)

Engagement model foci (circle):

Exploration, Realisation, Anticipation, Persistence, Initiation

My Independence

bSquared

Sensory & Physical/ SEM

- Proprioceptive Operation (Step 5 + 13%) Puts lids on boxes
- Climbs on and off low equipment
- Visual Operation (Step 5 + 6%) Orientates their head or eyes towards an object when a member of staff points at it.
- Points to pictures on request

Annual Review/ Provision Plan:

- **My independence:** I will be able to inform an adult I need to go to the toilet, using my iPad or verbally and pointing to my toilet symbol on the table, at least once a day.

Learning experiences and activity ideas:

- Wearing and identifying appropriate clothing for weather
- Looking after yourself in the sun
- Health and safety by the sea
- Gain understanding that equipment and tools have to be used safely
- Discuss what they like and dislike about the sea & seaside
- Walking up and down three steps, with adult support

Engagement model foci (circle):

Exploration, Realisation, Anticipation, Persistence, Initiation

Me and My Community

bSquared links (circle) SEMH

- Social affection (Step 5 + 18%) Communicates with peers using words, gestures, or symbols
- Plays give-and-take games with little support.
- Emotional Affection (Step 5 +16%) Communicates "Me" and "Mine" to identify possession when familiar people are introduced/taken away
- Indicates the need for help with words, gestures, or symbols

Annual Review/ Provision Plan:

- I will be able to independently wash my hands after being changed, with verbal support, twice a day.

Learning experiences and activity ideas:

- Inclusion – Woodstock activities
- Clubs / assembly
- Role play – Pretend play cooking / picnic
- Joining assembly
- Growing plants
- Engaging in sports day
- Describing under the sea scenes: colours, sea plants, creatures, positions
- Making musical instruments – sounds of the sea

Engagement model foci (circle):

Exploration, Realisation, Anticipation, Persistence, Initiation



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'The Practical Curriculum'

This curriculum is intended to be pupil centred and individualised, interactive, creative, useful and enjoyable.

The Key Stage 1/2 (KS1/2) Practical Curriculum builds on the EYFS or 'Early Learning' curriculum in order to provide the opportunities which we think are essential for the learning and development of pupils at this age, who are working at the pre key-stage standards level.

The Key Stage 3/4 (KS3/4) Practical Curriculum continues to develop the skills and knowledge pupils have accessed in their primary curriculum. The focus continues to build upon basic communication, numeracy and literacy skills towards, with further addition of functional life skills. We aim to provide a wider range of community opportunities which we think are essential for the learning and development of pupils at this age, who are working between the pre key-stage standards.

The specific aims of the Practical Curriculum model are:

- For pupils to have opportunities for hands on, immersive learning
- For pupils to become more competent communicators (through whichever method suits them best)
- For pupils to fulfil their potential in terms of being independent
- To provide relevant breadth and balance of learning opportunities
- To offer opportunities for inclusion within the school and wider community
- To enable pupils to value themselves as part of society
- For pupils to develop a greater awareness of themselves and their capabilities
- To develop pupils' self-esteem and confidence alongside their practical skills and ability to use and apply their knowledge where possible
- To allow pupils the opportunity to surprise us and drive their learning
- To help our pupils to develop greater 'resilience' i.e. the capacity to cope and thrive in the face of negative events, challenges or adversity.

The curriculum is designed to support teachers to plan in a developmental and progressive way for our pupils.

Areas of learning are 'timetabled' in line with pupil's development and progress, with different time allocations being given to these areas as appropriate. The particular 'weightings' or priorities which pupil's may require, vary according to individual needs.

Educational Health Care Plan's form the basis of each pupil's 'individual offer' and as such the curriculum, coverage and weightings of specific activities, as well as class timetables.

Key Stage 1/2

The KS2 curriculum is split into the following 6 broad areas of learning. These areas form the backbone of the curriculum.





**Skills for life –
topic**

This area focuses on supporting our learners to develop their knowledge and awareness of nature and the universe, through observation and experimentation, and then their ability to practically apply it. It is also where pupils are encouraged nurturing the imagination, problem solving, thinking and motor skills of our learners, through exploration, decision making and expression.

**Social, Moral,
Spiritual and
Cultural Values
(SMSC)**

Generally these activities are covered as part of topic-based sessions or whole school activities. Some explicit opportunities include, for example, learning about morals through a religious story or tolerance of difference by celebrating a religious festival. Other needs are addressed through direct teaching or personalised programmes in a specific area e.g. personal hygiene.

A significant contribution is also made in regular collective worship and other curriculum activities.

The KS1/2 curriculum offers a mixture of play, exploration and focussed group learning. Child initiated play and exploratory learning enables our pupils to consolidate their skills and knowledge, while building their confidence as they develop their ability to explore, think about problems and relate to others (through interactions with adults as well as their peers). In planning and guiding these experiences, teachers create opportunities for:

- Playing and exploring: where pupils investigate and experience things, and ‘have a go’
- Active learning: where pupils are encouraged to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements
- Creating and thinking critically: where pupils develop their own ideas, make links between ideas, and develop strategies for doing things.

Key Stage 3/4

The KS3/4 is divided into 6 broad areas of learning. These areas form the pillars of the curriculum.

Communication and Interaction

This area focuses on developing the communication skills that our learners need to ensure they can express their needs, wants, feelings and emotions, such as:

- Language/symbols/sign
- Motivation and wanting to communicate
- Expressive / receptive language e.g. Giving instructions
- Commenting and providing information e.g. planning future events, reporting recent activities
- Ways to communicate needs / wants e.g. seeking attention
- Play behaviour and communicating to others;
- Conversation skills (intensive interaction to verbal conversation);
- Inclusion
- Developing purposeful use of PECS system, VOCA or Makaton.

Functional Literacy and Numeracy Skills

This area focuses on equipping our pupils with the essential skills needed for English and Maths, in order to enable them to participate more successfully in life and learning, such as:

- Literacy – combining the skills of reading and writing, including, exploring, enjoying and learning about sounds, words and text and experiencing a rich variety of books. It may include: response to books & text, name writing, matching symbols/photos, reading for meaning, high frequency words, matching photos to words etc, phonics, social sight signs, menus, recognising symbols in the widest sense, timetables, accessing ICT, social sight signs, 'typing', ICT.
- Numeracy – understanding ways to apply maths in the environment, number concepts and calculations and an understanding of shape, space and measures; developing an awareness of, and observation of patterns in the environment and the ability to collect and organize information. It may include: money, counting, large / small, time, use of ICT, recognising coins, sorting, long/ short, exchanging, matching, heavy/ light, related functional setting, cause & effect, shapes 2D & 3D, adding, weight, take away, length, data handling – graphs, colours, sequencing, pattern & sequence, recognising numerals, capacity, positional language, more / less.

Physical and Sensory Development

This area focuses on helping our learners to develop increasing control over their bodies, muscles and physical co-ordination, in terms of both their fine and gross motor skills. It also relates to meeting pupil's sensory needs in an appropriate way. Activities include Sensory Circuits, PE, *Clever Fingers*, *Yoga and Swimming*.

Independent Living Skills

This area focuses on the routine tasks which are essential to day-to-day living - travel training and general mobility (knowing where you are going, moving around inside / outside); personal care; dressing & clothes; shopping; community awareness and survival cooking / eating; making choices; behaviour; private/public; asking for needs / wants appropriately

Skills for life – topic

This area focuses on supporting our learners to develop their knowledge and awareness of nature and the universe, through observation and experimentation, and then their ability to practically apply it. It is also where pupils are encouraged nurturing the imagination, problem solving, thinking and motor skills of our learners, through exploration, decision making and expression.

**Social, Moral,
Spiritual and
Cultural Values
(SMSC)**

Generally these activities are covered as part of topic-based sessions or whole school activities. Some explicit opportunities include, for example, learning about morals through a religious story or tolerance of difference by celebrating a religious festival. Other needs are addressed through direct teaching or personalised programmes in a specific area e.g. personal hygiene. A significant contribution is also made in regular collective worship and other curriculum activities.

The KS3/4 Practical Curriculum offers a mixture of community/life skills experiences, social opportunities and more formal teaching. Most activities will be offered in a functional context and the skills practiced in a meaningful way. Pupil's independent thinking skills and problem solving will be encouraged through pupil initiated and exploratory learning as this enables our pupils to consolidate their skills and knowledge.



KS2 and KS3/4 follow separate 2 year curriculum cycles. Over pupils' time at school this enables us to provide a curriculum that is not only 'broad, balanced and relevant' but also facilitates continuity, progression, connectivity and coherence. Practically speaking, this approach also enables us to ensure that resources are not all in demand by everyone at once. The 2 year cycle provides guidance for:

- Termly topics
- Suggested texts and termly literacy themes
- Termly numeracy themes
- Termly PE themes

All pupils in years 9, 10 and 11 complete ASDAN - Life Skills Challenge/ Personal Progress accreditation modules. Across the year pupils complete up to 12 modules which are selected based upon their needs and abilities. A central record is maintained, so as to ensure continuity and progression. Modules are levelled using Working towards, Entry 1, Entry 2 and Entry 3, Level 1, Level 2, Level 3. Most pupils within the Practical Learning Approach will be working towards or Entry 1/2 level. That said many pupils have 'spikey profiles' and strengths in particular areas, so may achieve a higher award.

These topic themes influence the literacy, communication and numeracy covered across the week, as influenced by EHCP outcomes and pre-key stage standards.

'Curriculum Leaders' or TLR holders provide suggested learning outcomes and activity documents. They also ensure resources and support are available-

In addition topic-centred medium term plans are written for each Key Stage and resources purchased for some of the suggested activities. At KS3/4 the themes link specifically to those units covered by ASDAN and/or calendar events.

These curriculum webs provide ideas, not instructions and they act as the starting point for individual class teachers to then:

- Plan and teach the areas of learning
- Plan focussed opportunities for teaching and learning the skills needed to access a rich range of experiences
- Use topics for interest and motivation
- Give pupils opportunities to practise and generalise their learning
- Allow space and time for pupils to surprise us
- Ensure that learning is always child focused and that planning takes into account individual pupil priorities, learning styles and preferences

Teachers are then given time in Phase meetings to collaborate in their Key Stages to expand on these topic webs – this enables them to develop curricular ideas and to share specific skills, resources and expertise.



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Teachers are required to lead Monday and Friday class team meetings. In these meetings pupil's learning needs are discussed and reviewed, in conjunction with any wellbeing/behaviour needs that may affect this.

To prepare for these meetings teachers need to have clear plans in place to support pupil's learning. This planning ensures that day-to-day learning activities feed into long term goals and provides a framework for communication with teaching assistants in the class team. More often than not teaching assistants will set up and lead an activity in a one:one capacity or with a small group and clear planning therefore enables these staff to support learning effectively.

Pupils are assessed in the following areas:

- Educational Health Care Plans Outcomes (EHCP)
- Steps 4 Life (BSquared)
- Accreditation (Years 9,10,11)
- SCERTS (where applicable)

There are a series of locations for assessment :

- Evidence for Learning
- BSquared
- Life Skills Challenge accreditation (Years 9,10,11)

EHCP

All pupils have an individual Educational Health Care Plan. These are reviewed annually. As part of this they have a set of outcomes that last approximately one year and are the 'big' aims. These are broken down into small incremental steps, which are assessed and reviewed termly.

These are reviewed formally 3 times a year, twice at parent consultations and once at the annual review. Evidence of progress towards this is kept digitally on the Evidence for Learning system, in the form of videos, pictures and observations.

Steps 4 Life

'Steps 4 Life' are delivered through topic-based learning and holistically across the school day. The skills are split into multiple frameworks, with a focus on independence skills. These frameworks are: English, Maths, Digital Skills, Personal and Social Development, Independence, Preparing Food, Self-Care and Travel. There are 8 stages of progression:

- N – Encounter
- A – Awareness
- R – Attention and Response
- E – Engagement
- P – Participation
- I – Involvement



G – Gaining Skills and Understanding

M - Mastered

Students may be working on skills across multiple ‘steps’ or stages, through a topic-based approach or as incorporated within ASDAN units of learning. Steps 4 Life also provides a basis for EHCP outcomes, particularly within the area of Independence.

At FAW pupil progress within the areas of Literacy and Numeracy is recorded electronically using BSquared, which is used across Kent Special Educational Needs Trust (KSENT).

This is an online programme, where each pupil will have a record on attainment. Teachers make a summative judgment using the descriptors above. This gives teachers a percentage for the amount of progress each student has made.

Evidence for Learning

Please refer to ‘Assessment for Learning’ section.

Life Skills Challenge

Please refer to previous information outlined.

SCERTS®

SCERTS is a framework to support assessment and planning for children and young people with a description of autism. It targets key areas to be developed so as to facilitate effective participation in school, community and home life. There are 3 main components to the SCERTS framework.

SCERTS principles are applied throughout the Practical Learning Approach and is used in greater depth for identified pupils. For further information, please see the ‘SCERTS’ information in the Structured section.

Practical Curriculum Framework Long Term Planning – KS1&2

PRACTICAL – PRIMARY – LONG TERM PLANNING OVERVIEW						
Year	2024-2025					
Term	1	2	3	4	5	6
SMSC/Values <i>We are...</i>	Team Players	Respectful	Honest	Courageous	Aspirational	Resilient
Topic	Look in the mirror	Around the world	Field, Farm, Fork	Bang, Crash, Wallop	Once upon a time	We're all going on a summer holiday!
Memorable Experience	Portrait Gallery	Christmas around the world day	Running a restaurant	Science event (fair, visitor...)	Pantomime/ Performance.	Airline experience Day
Termly Focus						
Term	1	2	3	4	5	6
Communication & Interaction	Speaking & Communicating: <ul style="list-style-type: none"> Likes & Dislikes Expressing emotions How do I communicate? 	Listening & Responding: <ul style="list-style-type: none"> Accepting difference Listening to others Responding to others. 	Engaging in communication: <ul style="list-style-type: none"> Reciprocal conversations Modelling exchanges Expressing wants & needs in the community. 	Speaking & Communicating: <ul style="list-style-type: none"> Using adjectives Building vocabulary Fluency 	Listening & Responding: <ul style="list-style-type: none"> Listening to stories Inference Listening for information 	Engaging in communication: <ul style="list-style-type: none"> Conversational skills Communicating in different contexts.

Numeracy	Number:	Number:	Shape, Space & Measure:	Number:	Shape, Space and Measure:	Shape, Space & Measure:
	<ul style="list-style-type: none"> • <u>Place Value</u> <ul style="list-style-type: none"> ○ Counting ○ Ordering ○ Grouping 	<ul style="list-style-type: none"> • <u>Addition & Subtraction</u> <ul style="list-style-type: none"> ○ One more ○ One less ○ Counting on <p>Shape, Space & Measure:</p> <ul style="list-style-type: none"> • <u>Geometry & Shape</u> <ul style="list-style-type: none"> ○ 2D shapes ○ Exploring 3D shapes 	<ul style="list-style-type: none"> • <u>Money</u> <ul style="list-style-type: none"> ○ Identifying coins ○ Grouping coins ○ Adding coins • <u>Time</u> <ul style="list-style-type: none"> ○ Calendar ○ Parts of the day 	<ul style="list-style-type: none"> • <u>Place Value</u> <ul style="list-style-type: none"> ○ One more ○ One less ○ Subitising ○ Number lines 	<ul style="list-style-type: none"> • <u>Measure</u> <ul style="list-style-type: none"> ○ Length & Height ○ Mass & Volume 	<ul style="list-style-type: none"> • <u>Money</u> <ul style="list-style-type: none"> ○ Adding coins ○ Creating amounts • <u>Time</u> <ul style="list-style-type: none"> ○ Analogue clocks ○ Time to the hour.
Reading	Word Reading: Twinkl Phonics GPC Level 1-5					
	Comprehension & engaging with reading:	Comprehension & engaging with reading:	Comprehension & engaging with reading:	Comprehension & engaging with reading:	Comprehension & engaging with reading:	Comprehension & engaging with reading:
	<ul style="list-style-type: none"> • Fact-files • Non-fiction texts • Finding information in texts 	<ul style="list-style-type: none"> • Stories from other cultures • Traditional tales • Features of different texts • Retelling of a story. 	<ul style="list-style-type: none"> • Non-fiction texts • Following recipes • Reading menus 	<ul style="list-style-type: none"> • Poetry • Repetitive phrases • Rhyme 	<ul style="list-style-type: none"> • Tradition tales • Retelling • Inferences • Structure of a story. 	<ul style="list-style-type: none"> • Diaries & Postcards (e.g. Jolly Postman) • Features of a diary / postcard. • Letters
Writing	Composition:	Composition:	Composition:	Composition:	Composition:	Composition:
	<ul style="list-style-type: none"> • Fact-files • Adjectives • Auto biographical 	<ul style="list-style-type: none"> • Character descriptions • Adjectives • Sentences to describe • Conveying narrative. 	<ul style="list-style-type: none"> • Writing for purpose • Menus • Invitations • Lists 	<ul style="list-style-type: none"> • Rhyming • Poetry • Repetition • Writing to inspire. 	<ul style="list-style-type: none"> • Stories • Structure • Creative writing • Sentences for narrative. 	<ul style="list-style-type: none"> • Writing in role • Conjunctions. • Structured writing (letters, postcards etc..)
Personal & Social /SMSC	Relationships & Sex Education	Citizenship	Preparing Food	Self-Care	Citizenship	Physical Health & Wellbeing
	<ul style="list-style-type: none"> • Developing a sense of self • Celebrating self-identity • Encouraging freedom of expression 	<p>Appreciating and understanding different cultures through exploring different festivals.</p>	<ul style="list-style-type: none"> • Importance of keeping body healthy • Importance of physical wellbeing 	<ul style="list-style-type: none"> • To develop simple self-care routines. • Encouraging understanding of importance/right to independence. 	<ul style="list-style-type: none"> • Pupil Voice – contributions to wider learning approach discussions. • Considering different morals portrayed through stories. 	<ul style="list-style-type: none"> • Importance of keeping body healthy • Importance of physical wellbeing • Mental health – emotional regulation

PE	Invasion Games	Gymnastics	Dance & Fitness	Target Games	Striking and Fielding	Athletics
Community & Independence	News & Current events	News & Current events	Managing money	Outdoor Learning	Entertainment, Leisure & Recreation	Managing money Travel
Curiosity & Creativity	Art & Design <ul style="list-style-type: none"> • Portraits • Pop Art • Self-expressive DT • Modelling 	RE Understanding and appreciating cultural differences – different celebrations/festival. Cultural understanding/respect	Science <ul style="list-style-type: none"> • Life Cycles • Where does food come from • Farm animals/habitats 	Science <ul style="list-style-type: none"> • Sound • Loud/quiet • Different ways of making sound • Weather • Volcanoes 	History <ul style="list-style-type: none"> • Back in time – understanding passing of time. Myths and Legends 	Geography Countries
Digital Skills	Being safe and Responsible Online <ul style="list-style-type: none"> • Safe and unsafe strangers. • Online contact – how to keep safe • Trusted adults – who can help us 	Using Devices <ul style="list-style-type: none"> • Using devices to research/gain information • Recording self • Using different media 	Communicating <ul style="list-style-type: none"> • Email • Phone Calls • Conversational skills • Word processing software • How to report inappropriate contact online. 	Handling Information <ul style="list-style-type: none"> • Switches and controls/coding • Use of apps for a purpose 	Creating and Editing <ul style="list-style-type: none"> • Movie making • Creating scripts using writing apps • Sentence creation • How to deal with unsafe content. 	Transacting <ul style="list-style-type: none"> • Keyboard skills • Personal details – how to keep them safe online.

Practical Mid-Term Planning KS1/2 – an example

Subject	Term Focus	Step 3-4		Step 5-6		Step 7- Entry 1		All Steps
		Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	
Termly Topic: Minibeasts								
Literacy -Reading -Writing -Phonics	•Reading Focus: Descriptions •Writing Focus: Explanations Twinkl Phonics SSP*	<ul style="list-style-type: none"> I can pat a picture in a book to indicate recognition when a member of staff asks me to find a specific item. I can explore an activity for three minutes when working coactively. I can look at a visual text with interest when it is in front of me. I can point to objects that I find interesting I can create meaningful pre-writing shapes. 	<ul style="list-style-type: none"> I know how to find specific objects when given a choice. I know how to engage with a literacy-based activity with adult support. I know how to identify and match symbols. I know that symbols having meaning relating to the text. I know how to recognise objects to do with my interests. 	<ul style="list-style-type: none"> I can join in with a familiar rhyme or story. I can describe a character or object from a story using a single descriptive word, e.g. boy, red, etc. I can answer a simple who, what, where, why, how question about the story giving a sentence explanation. I can join in discussion when sharing books/texts. I can infer what a story will be about by looking at the title and front cover. I can ask a question about a narrative. I can make marks, including some letters, with the 	<ul style="list-style-type: none"> I know that some stories have repeating phrases. I know that colours and adjectives describe objects. I know that the 5 'W' questions refer to different information (e.g., where means the location). I know that the title and pictures on the front cover can give me information about the story/contents of the text. I know that I can ask who, what, when, where, why, how questions to find out more information. I know that my name means something when it is written down. 	<ul style="list-style-type: none"> I can use phonetic cues to decode unknown words. I can use the terms: page, print, line, title, sentence, word correctly. I can identify the purpose of a text, e.g. to inform/advertise. I can use books to find information. I can suggest different sources of information. I can use capital letters correctly for proper nouns. I can include 'and' to join clauses. I can record information in simple sentences. I can put spaces between words more consistently. 	<ul style="list-style-type: none"> I know how to apply my phonetic knowledge to increasingly complex unfamiliar words. I know what terms such as page, sentence, title etc. mean. I know the difference between fiction and non-fiction writing. I know that an explanation text informs. I know that non-fiction books are a source of information. I know that I can also search the internet to find facts. I know that I can use my knowledge of text and pictures 	

				<p>intention of conveying meaning.</p> <ul style="list-style-type: none"> I can copy my name for a purpose, e.g. on a greeting card. 	<ul style="list-style-type: none"> I know how to use an increasing number of phonemes to sound out and write CVC words. 		<p>to write captions to a specific image.</p> <ul style="list-style-type: none"> I know the meaning of 'and' and how to use it appropriately in a sentence. I know how to construct simple sentences which make sense. 	
<p>Numeracy</p> <p>-Number</p> <p>-Shape, Space and Measure</p> <p>-Time and money</p> <p>-Handling Information and Data</p>	<p>Focus:</p> <p>Shape, space and measure</p> <p>Number</p> <p>Place Value</p> <p>Four Operations</p> <p>Problem-solving</p> <p>Using Common Measures, Shape and Space</p>	<ul style="list-style-type: none"> I can explore a range of objects by touch and manipulation for up to 10 seconds. I can follow the sequence of a familiar daily routine and respond appropriately. I can request more of an object using my chosen form of communication. I can identify hot/cold temperatures and handle objects with interest. I can explore the uniqueness of self-produced movements in a mirror. 	<ul style="list-style-type: none"> I know how to use a visual timetable to transition between tasks. I know what my timetable is for and what it represents. I know how to ask for more through sign, symbol or language. I know what hot and cold means. I know to take care when handling hot or cold objects. I know that my actions can be reflected in a mirror. 	<ul style="list-style-type: none"> I can find a matching object. I can actively take part in a measuring activity. I can state whether an object is hot or cold. I can match 2D shapes. I can copy simple shapes. I can find an object with a certain property. I can communicate using positional language. I can identify movement as up/down/in/out. I count a set of objects when asked "how many?". I can compare two sets of (up to 5) counters pointing 	<ul style="list-style-type: none"> I know that 'same' can mean shape, size, colour etc. I know language such as heavy/heavier/heaviest. I know some equipment associated with measuring. I know how to safely handle hot or cold objects. I know that different shapes have different properties. I know the properties of some 2D and 3D shapes. I know that "how many?" relates to the number of objects. I know simple positional language (on, in, 	<ul style="list-style-type: none"> I can use comparative language consistently. I can use the language of measurement, e.g. capacity. I can find two objects with a similar property, e.g. weight. I can comment on a change in temperature. I understand direction of movement. I can give and follow instructions using positional and directional language. I can identify and recognise common 2D and 3D shapes. I can list the similarities and 	<ul style="list-style-type: none"> I know the meaning of comparative language. I know that small objects are not necessarily lighter than large objects. I know the different units of measurement. I know where the numbers are on measuring equipment. I know what factors might affect the temperature of an object. I know the compass directions and positional language. 	

	Time Money			to the group that contains less/more etc.	next to, under, etc.). • I know that two sets of the same object can be different quantities.	differences between shapes. • I can create patterns from shapes.	<ul style="list-style-type: none"> • I know shape-based terminology. • I know the properties of most 2D and 3D shapes. • I know objects which are the same, regardless of size or colour. 	
Communication & Interaction -Speaking & Communicating - Listening & Responding - Engaging in communication		<ul style="list-style-type: none"> • I can protest through facial expression or vocalisation when a desired activity stops, or an object is removed by a member of staff. • I can mimic others' hand gestures when communicating. • I can communicate with a staff member through symbolic sounds/noises. • I can communicate with verbal or physical exclamations eg. saying 'uh-oh!' when something goes wrong. 	<ul style="list-style-type: none"> • I know how to communicate my needs through a preferred method of communication. • I know that Makaton signing is a way to communicate my wants and needs. • I know how to show how I am feeling about something through vocalisation. • I know how to express myself verbally or physically. 	<ul style="list-style-type: none"> • I can communicate to an adult my likes, dislikes, needs, feelings and my own discomfort. • I can follow simple commands (including verbs) appropriately. • I can communicate appropriately with people in a range of settings. • I can take part in a reciprocal conversation. • I can communicate using descriptive language, e.g. I want the big box. • I can communicate using positional language, e.g. the ball is in the box. • I can answer 'who?' "what?" "where?" questions. 	<ul style="list-style-type: none"> • I know that there are many ways to communicate. • I know how to use gesture, signing or words to say what I want to say. • I know that adults are here to help me. • I know how to respond appropriately to simple commands from adults. • I know how to take turns in an interaction. • I know a range of descriptive and positional language. • I know that descriptive or positional language can be used to describe an object. 	<ul style="list-style-type: none"> • I can modify my communication to correct misunderstanding. • I can give appropriate responses in work related discussions. • I can follow instructions with one or more steps. • I can ask for more information to aid my understanding. • I can contribute appropriately to simple interactions. • I can identify the main information from short verbal explanations. • I can communicate a simple statement of fact about an event or 	<ul style="list-style-type: none"> • I know how to communicate with peers to resolve situations. • I know how to answer questions in an appropriate way. • I know when it is my turn to speak during a discussion. • I know what instruction words mean, e.g. "find", "go", etc. • I know that instructions help me to achieve an end result. • I know that if I do not understand I can ask for more information on a subject or topic. • I know how to engage in group 	

					<ul style="list-style-type: none"> I know that the 5 'W' questions refer to different information (e.g., where means the location.) 	activity in the past tense.	<p>tasks appropriately and interact with different people.</p> <ul style="list-style-type: none"> I know how to recall information given by peers or adults when asked about topics discussed such as a peers weekend news. 	
<p>Personal & Social Development</p> <ul style="list-style-type: none"> -Relationships & Sex education -Physical & Sensory -Self care -Preparing food -Citizenship -British Values -Physical Health & Mental wellbeing 	<p>Citizenship Focus</p> <p>British values – link to Olympics</p> <p>-Respect</p> <p>-Tolerance</p> <p>-Democracy</p> <p>-Rule of law</p> <p>-Individual liberty</p>	<ul style="list-style-type: none"> I can vocalise to a member of staff in different ways when experiencing different needs. I can respond to physical contact with happy facial expressions when playing with others. I can demonstrate an awareness of other people's feelings. I can look at the person talking to me. 	<ul style="list-style-type: none"> I know how to show preferences or initiate communication in an appropriate way. I know how to express my independence by confidently initiating conversation when playing. I know how what safe and dangerous means and will exercise caution when terms like this are said. 	<ul style="list-style-type: none"> I can listen and respond to simple information or instructions. I can try to establish myself as a member of a social group. I can take part in a simple staff-led discussion and express my views. I can comment on an object or a function, e.g. "not working". I can identify who to communicate with if there is a problem. I can identify when something is accidental. 	<ul style="list-style-type: none"> I know that if I hear my name in an instruction, it means I need to do something. I know how to interact appropriately with new and familiar peers. I know my opinions and how to do so simply. I know how to express myself appropriately when I do not agree with a suggestion. I know the difference between 'accidental' and 'deliberate'. I know the expectations at 	<ul style="list-style-type: none"> I can make appropriate contributions to group discussions. I can identify a group to which I would like to belong. I can talk about my own identity. I can give my opinion about a news topic or current event. I can recognise a familiar news website. I can justify my opinion. I can relate a news narrative to my own experience. I can accept boundaries over prolonged periods of time. 	<ul style="list-style-type: none"> I know how to respond to my peers' comments during a discussion. I know how to communicate my opinion appropriately. I know that there are different groups to which people belong. I know what makes me 'me'. I know how to relay factual statements on a topic of my choosing. I know why rules are important. I know that rules are boundaries that I must adhere to. 	

					school and in the classroom.	<ul style="list-style-type: none"> I can demonstrate an awareness of fairness. I can identify the rules I need to follow. 	<ul style="list-style-type: none"> I know what 'fair' and 'unfair' means. I know how a vote can be taken. I know that the outcome of a vote will not always be the outcome that I want. 	
Community & Independence - Entertainment, Leisure & Recreation -Travel -Managing Money -News & Current Events Chores, Routines & Maintenance -Outdoor learning	Focus: - Outdoor learning - Entertainment, leisure and recreation - Transition	<ul style="list-style-type: none"> I can express eagerness vocally or physically when presented with a familiar activity. I can observe events with interest when they are the result of their own actions. I can react excitedly to a change of environment when provided with new experiences. I can show preferences by pointing/gesturing 	<ul style="list-style-type: none"> I know how to interact with adults and peers. I know which symbols on my timetable indicate which lessons are happening. I know that actions have an effect. I know that listening to others is important. I know the difference between a familiar and unfamiliar place. I know that new experiences can be positive. 	<ul style="list-style-type: none"> I can show interest and respond to choices about activities available. I can co-operate when getting ready for an activity. I can react positively to a new activity. I can request information about a new activity. I can follow simple instructions from a familiar person when attempting a new leisure activity. I can tolerate change. 	<ul style="list-style-type: none"> I know how to express my opinion appropriately. I know I can make a choice. I know how to co-operate with other peers and adults. I know how to explore my environment safely. I know it is important to be prepared for activities. I know how to ask questions to find out more information. I know who to ask to find out more information. I know that change is okay. I know regulation strategies to help me with change. 	<ul style="list-style-type: none"> I can identify my own hobbies and interests. I can demonstrate enthusiasm about a new activity. I can ask questions about leisure activities. I can take part in a group. I can accept that it is not my turn for an activity. I can interpret social signs, e.g. no smoking, no entry, etc. I can identify the resources required for a specific activity. I can explain how to be a good role model to others. 	<ul style="list-style-type: none"> I know a range of leisure activities that are available to me. I know I will not like every activity. I know how to describe an activity and how I feel about it. I know that new experiences can be exciting. I know that the weather can affect the activities I do. I know how to take turns in an activity or on equipment. I know what common signs mean. I know which equipment matches specific activities, e.g. racket is needed for tennis, helmet is for cycling. 	

							<ul style="list-style-type: none"> • I understand that changes happen. • I know some of the reasons changes happen. • I know that I am part of a community, e.g. class/school. • I know what an appropriate friendship looks like. • I know that I can have friendships with different people for different reasons. • I know how to resolve conflict using empathy. 	
<p>Curiosity & Creativity</p> <p>-Science</p> <p>-Music</p> <p>-Drama</p> <p>-Art & Design</p> <p>-D&T</p> <p>-Geography & History</p>	<p>History – link to the Olympics</p> <p>Art/DT – linked to Woodstock and Olympics</p> <p>Music – preparing a song/dance</p>	<ul style="list-style-type: none"> • I can demonstrate a brief interest in objects in my environment. • I can observe changes to my environment. • I can talk about past events with an adult. • I can talk about what is happening now. • I can take answer simple comprehension 	<ul style="list-style-type: none"> • I know which activities I enjoy. • I know where to direct my attention when a video plays. • I know that events in a video are real events. • I know that ‘before’ means something that has happened in the past. • I know that ‘now’ means something that is happening currently. 	<ul style="list-style-type: none"> • I can identify and compare similarities and differences between old and new. • I can identify and name changes over time. • I can use words to describe past and present including, before, after, now, then, past, present, future. • I can identify how I have changed over time. 	<ul style="list-style-type: none"> • I know that some things remain the same over time. • I know that things can change over time. • I know a range of language to describe when an event happened. • I know that I have changed over time (birth to present). • I know some different media (film/books/pictures/leaflets/phot 	<ul style="list-style-type: none"> • I can compare and contrast past and present events. • I can independently identify and describe changes over time. • I can compare and contrast how people change over time. • I can use different sources to learn information about the past. 	<ul style="list-style-type: none"> • I know the difference between past, present and future. • I know that while some things change, other things remain constant. • I know some of the ways in which people change over time, including children to teenager and teenager to adult. • I know how to independently 	

	<p>for your country for Olympics</p> <p>Science - personal history (how you have grown, how your family has grown)</p>	<p>questions on a video.</p> <ul style="list-style-type: none"> I can use the words 'before' and 'now'. 		<ul style="list-style-type: none"> I can look at events from the past using different media. I can use my imagination to create something from the future. 	<p>ographs/painting s).</p> <ul style="list-style-type: none"> I know that the future will look different to how life looks now. 	<ul style="list-style-type: none"> I can make inferences about the past. I can make reasonable predictions about the future. I can create original artwork inspired by the past or future. I can engage in discussions about the Olympics and what they are. I can talk about a specific country and describe their customs and traditions. 	<p>explore different sources that could teach me about the past, e.g. the internet, books, videos, etc.</p> <ul style="list-style-type: none"> I know what the Olympics are and why they happen. I know that different countries are represented in the Olympics. I know some of the traditions of our Woodstock/Olympic country. I know that the Olympics has different events and what some of these are. 	
<p>Digital Skills</p> <p>-Being safe & Responsible online</p> <p>- Communicating</p> <p>-Creating & editing</p> <p>Transacting</p>	<p>Creating and Editing</p> <p>Transacting</p>	<ul style="list-style-type: none"> I can independently turn towards an image changing on a screen. I can initiate communication with familiar members of staff when seeking attention. I can accept help to remove my frustration. 	<ul style="list-style-type: none"> I know my own name and will look for a voice when it is called. I know that digital devices will have a reaction when pressed. I know how to track items on digital devices with my eyes across all planes. I know that adults can help me. I know the difference 	<ul style="list-style-type: none"> I can use a device to create sound. I can create an image of an object on a device. I can drag and drop objects onscreen using an access/control device. I can swipe horizontally, vertically and in a circular motion on a screen. I can observe and comment on a 	<ul style="list-style-type: none"> I know that buttons and keys can make sounds. I know how to draw on a device. I know how to move objects on a screen using a touch screen or a mouse. I know that swiping in different directions on touch screen will move it in different ways. 	<ul style="list-style-type: none"> I can create work that includes pictures and text. I can recognise simple computer terminology, e.g. print/save. I can choose the most appropriate application for my task. I can use accessibility tools with verbal prompts, e.g. 	<ul style="list-style-type: none"> I know how to copy and paste photos onto a Word document. I know how to save my work. I know how to print my work. I know a range of applications on a digital device and their logos. I know what applications such as Word, Paint and an internet 	

<p>-Using devices & Handling information.</p>			<p>between familiar and unfamiliar adults.</p>	<p>printout of my work.</p> <ul style="list-style-type: none"> • I can watch and respond to my name appearing onscreen as it is typed by a member of staff. • I can find my first name on a printout. 	<ul style="list-style-type: none"> • I know my name when printed in different fonts. • I know my name when it appears on a screen. • I know that my work is still my work when on screen and printed. 	<p>change text size in Word.</p> <ul style="list-style-type: none"> • I can edit simple information on a page, e.g. change a spelling. • I can use a graphics program, e.g. to create a picture. 	<p>browser are and what they do.</p> <ul style="list-style-type: none"> • I know how to edit my work when prompted to make changes such as size, style or colour. • I know how to recognise a mistake in my work using digital tools. • I know how to make corrections in text when I have made a mistake. 	
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Practical Curriculum Framework – KS3/4

PRACTICAL – SECONDARY – LONG TERM PLANNING OVERVIEW						
Year	2024-2025					
Term	1	2	3	4	5	6
SMSC/Values <i>We are...</i>	Team Players	Respectful	Honest	Courageous	Aspirational	Resilient
Topic	Getting to know you	Celebrating Differences	Helping Hands	Our World Alive	Time Travellers	We're all going on a summer holiday!
Memorable Experience	Family event?	Cultural Food Tasting	Volunteering Day	Safari / Animal Experience	Back in time Day	Beach Trip
Termly Focus						
Term	1	2	3	4	5	6
Communication & Interaction	Speaking & Communicating: <ul style="list-style-type: none"> How i like to communicate Conversational skills Reciprocal Conversations 	Listening & Responding: <ul style="list-style-type: none"> Sharing beliefs Listening to others] Sharing opinions respectfully. Responding to others. 	Engaging in communication: <ul style="list-style-type: none"> Asking and answering questions Communicating in the community. Interview skills 	Speaking & Communicating: <ul style="list-style-type: none"> Using adjectives Building vocabulary Scientific language 	Listening & Responding: <ul style="list-style-type: none"> Listening for information Sequencing Information retrieval Memory recall. 	Engaging in communication: <ul style="list-style-type: none"> Communicating in different contexts within the community. Communicating my needs in a range of settings.

Numeracy	Number:	Number:	Shape, Space & Measure:	Shape, Space & Measure:	Number:	Shape, Space & Measure:
	<ul style="list-style-type: none"> • <u>Place Value</u> <ul style="list-style-type: none"> ○ Counting ○ Ordering ○ Grouping ○ One more ○ One less 	<ul style="list-style-type: none"> • Addition • Subtraction • Multiplication 	<ul style="list-style-type: none"> • <u>Money</u> <ul style="list-style-type: none"> ○ Identifying coins ○ Adding coins ○ Creating amounts • <u>Time</u> <ul style="list-style-type: none"> ○ Analogue clocks ○ Digital clocks. 	<ul style="list-style-type: none"> • Length & Height • Mass & Volume <p>Handling Data:</p> <ul style="list-style-type: none"> • Charts • Data collection and display • Comparing data 	<ul style="list-style-type: none"> • Fractions 	<ul style="list-style-type: none"> • <u>Money</u> <ul style="list-style-type: none"> ○ Fares ○ Cost ○ Budgeting • <u>Time</u> <ul style="list-style-type: none"> ○ Timetables ○ Transport ○ Itineraries
Reading	Word Reading: Twinkl Phonics GPC Level 1-5					
	Comprehension & engaging with reading:	Comprehension & engaging with reading:	Comprehension & engaging with reading:	Comprehension & engaging with reading:	Comprehension & engaging with reading:	Comprehension & engaging with reading:
	<ul style="list-style-type: none"> • Auto-Biographies • Making comparisons • Use of language 	<ul style="list-style-type: none"> • Stories from other cultures • Inferences • Stories - settings • Traditional tales • Retelling of a story. 	<ul style="list-style-type: none"> • Stories about people (strengths, traits, jobs) • Characters & describing • 	<ul style="list-style-type: none"> • Poetry • Repetitive phrases • Rhyme 	<ul style="list-style-type: none"> • Tradition tales • Retelling • Inferences • Structure of a story. 	<ul style="list-style-type: none"> • Diaries & Postcards (e.g. Jolly Postman) • Features of a diary / postcard. • Letters
Writing	Composition:	Composition:	Composition:	Composition:	Composition:	Composition:
	<ul style="list-style-type: none"> • Auto biographies • Writing to portray information. • Profiles • Aspirations/goals 	<ul style="list-style-type: none"> • Describing settings • Postcards • Adjectives/writing to describe 	<ul style="list-style-type: none"> • CVs • When i grow up.... • Character descriptions – strengths 	<ul style="list-style-type: none"> • Poems • Scientific writing • Writing for purpose 	<ul style="list-style-type: none"> • News reports/newspapers • Fact files • Statements 	<ul style="list-style-type: none"> • Writing in role • Letters • Postcards
Personal & Social /SMSC	Relationships & Sex Education	Citizenship	Citizenship/RSE	Self-Care	Relationships/SRE	Physical Health & Wellbeing
	<ul style="list-style-type: none"> • Friendships/relationships/different types of relationships 	<p>SMSC focus:</p> <ul style="list-style-type: none"> • Understanding different cultures/festivals. • How do we show respect through understanding 	<ul style="list-style-type: none"> • Moral understanding – right/wrong • Community values • What does it mean to be honest? 	<ul style="list-style-type: none"> • Body changes • Looking after ourselves • Personal hygiene 	<ul style="list-style-type: none"> • Puberty • Friendships • Appropriate relationships 	<ul style="list-style-type: none"> • Mental health/emotional wellbeing strategies • What does being healthy mean? • Looking after our body

PE	Invasion Games	Gymnastics	Dance & Fitness	Target Games	Striking and Fielding	Athletics
Community & Independence	Entertainment, Leisure & Recreation	News & Current events	Managing money	Entertainment, Leisure & Recreation	News & Current events	Physical Health and Wellbeing
Curiosity & Creativity	Art & Design <ul style="list-style-type: none"> Exploring different artistic styles of portraits Personal identity – expressing identity through art. Famous portrait artists 	RE <ul style="list-style-type: none"> Cultural differences – art/food/music Cultural understanding – visits to places of worship. 	Drama/PSHE <ul style="list-style-type: none"> Role play/work. Careers Guest speakers Team building activities Visits to workplaces CV writing 	Science <ul style="list-style-type: none"> Life Cycles Eco systems Plants vs animals Outdoor learning Gardening and horticulture 	History <ul style="list-style-type: none"> Back in time. Sequencing of time. Significant historical events British history 	Geography <ul style="list-style-type: none"> Travel Countries Continents Local vs global Map skills
Digital Skills	Being safe and Responsible Online <ul style="list-style-type: none"> Passwords Safe adults Safe information sharing PSPs & Communication passports 	Communicating <ul style="list-style-type: none"> Phone Calls Conversational skills Email/digital communication channels. 	Using Devices <ul style="list-style-type: none"> Writing CVs Word/Clicker Job websites/careers information Keyboard skills Mouse skills 	Handling Information <ul style="list-style-type: none"> Switches and controls Recording data Finding information 	Creating and Editing <ul style="list-style-type: none"> Finding information Creating fact files Video/film recording 	Transacting <ul style="list-style-type: none"> Word processor skills Personal info PSP and communication passports – typing own documents.

Practical Mid-Term Planning KS3/4 – an example

Subject	Term Focus	Step 3-4		Step 5-6		Step 7- Entry 1		All Steps
		Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Key Vocabulary
Termly Topic: Leisure Pursuits & Holidays								
Literacy -Reading -Writing -Phonics	<p>• Reading Focus: - Encouraging independent reading habits, fostering a love for books, and exploring a variety of reading materials.</p> <p>• Writing Focus: Reflecting on the year's writing progress, celebrating achievements, and setting goals for further literacy development.</p> <p>Twinkl Phonics SSP*</p>	<ul style="list-style-type: none"> I can Indicate a preference when provided with two pictures of equally liked activities I can indicate a preference when provided with two pictures of equally liked items I can explore an activity for five minutes when working coactively I can use pincer grip to hold objects I can copy different patterns following visual cues. I can follow a visual recipe 	<ul style="list-style-type: none"> I know that I can choose my preferred activity. I know I can choose my preferred item. I know how to explore activities on my own. I know how to follow instructions to carry out an activity. I know how to make my own marks for meaning. I know how to follow a sequence of images. 	<ul style="list-style-type: none"> I can find the title of a book I can point to text when reading I can identify initial sounds of my name and words I see often I can ask questions regarding the narrative I can ask who, what, where questions I can identify things that have gone well I can identify things I find hard I can share my thoughts with adults I work with. I can use the capital "I" in my writing. I can punctuate with full stops 	<ul style="list-style-type: none"> I know how to identify a book that I find interesting I can begin to read things of interest with support I know how to engage in conversation about a book I know how to identify key events in a story or book I know how to praise myself and set future targets I know how to refer to myself appropriately in my writing 	<ul style="list-style-type: none"> I can make simple factual statements about basic information they have read or had read to them I can recall key facts from a narrative, e.g. when, where, who I can retell narrative in own words I can choose from a list of adjectives to add to their description, e.g. red hat/hot drink I can caption pictures/images/photographs 	<ul style="list-style-type: none"> I know how to remember and recall key information that I have read or had read to me. I know how to use descriptive language to add detail to my sentences I know how to interpret the pictures/images/p hotographs liam using and can accurately caption the images. I know how a sentence is constructed I know how to read my own writing I know how to recognize where I've made mistakes 	<p>Who? What? Why? Where? When? Want? Like Dislike Recipe</p>

		when working coactively.		and capital letters		<ul style="list-style-type: none"> I can construct a simple sentence 		
<p>Numeracy</p> <p>-Number</p> <p>-Shape, Space and Measure</p> <p>-Handling Information and Data</p>	<p>Advanced Addition and Subtraction: Introduce more advanced addition and subtraction strategies and concepts, such as regrouping.</p> <p>Application of Numeracy Skills: Provide opportunities for students to apply their numeracy skills in real-life contexts, such as problem-solving challenges, projects, and practical activities.</p>	<ul style="list-style-type: none"> I can Identify common objects by pointing/looking at them when they have been named I can copy a member of staff building/knock towers of three or four blocks when playing with bricks I can follow a simple one- or two-key word instruction when accompanied by gestures and context I can Interact with a common object briefly when its name is spoken or signed I can apply a familiar action to a new cause-and-effect activity to try and make it work 	<ul style="list-style-type: none"> I know how to correlate objects with their name. I know how to relate quantities to numbers. I know how to follow simple instructions. I know how to apply familiar action in order to activate different cause-effect objects.. 	<ul style="list-style-type: none"> I can identify how many groups I have I can split objects equally I can identify the pattern I can identify the end of the pattern I can continue the pattern from where it ends I can add values of 1 together to make a total I can use mathematical strategies (addition and subtraction) to calculate totals I can use mathematical strategies (addition and subtraction) to calculate the difference between 2 totals I can use appropriate terminology relating to mathematical strategies 	<ul style="list-style-type: none"> I know how to share objects equally between groups of people I know how to copy and continue a simple pattern I know how to sequence numerals independently I know how to shop with items valued up to 3p with 1p coins I know how to problem solve practical issues (is there enough for everyone, do we need more) 	<ul style="list-style-type: none"> I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ I can demonstrate an understanding that the total number of objects changes when objects are added or taken away I can find the difference between two numbers using objects I can demonstrate an understanding of the mathematical symbols of add, subtract, and equal to I can demonstrate an 	<ul style="list-style-type: none"> I know how to use addition & subtraction in word problems, numerical problems and concrete objects. I know what different numerical signs mean (+ - & =) I know how to sensibly and accurately estimate when to quantities are added together or taken away. I know to confidently communicate the difference between two numbers. I know the process I need to take to complete a sum and can explain it 	<p>Add</p> <p>Add on</p> <p>Subtract</p> <p>Take away</p> <p>Equals</p> <p>Equals</p>

						<p>understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g. $2 + 2 = 4$ and $3 + 1 = 4$)</p> <ul style="list-style-type: none"> • I can add and subtracts two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus • I can provide a simple explanation for their results 		
<p>Communication & Interaction</p> <p>-Speaking & Communicating</p> <p>- Listening & Responding</p>		<ul style="list-style-type: none"> • I can mimic others' hand gestures/intonation/ mouth movements when communicating • I can communicate with a member of staff/peers through symbolic 	<ul style="list-style-type: none"> • I know that actions and movements have meaning. • I know that I can use my preferred communication method to communicate with familiar people. • I know how to associate sounds with routines. 	<ul style="list-style-type: none"> • I can use my understanding of communication to highlight my opinion and begin to explain my reasoning behind this • I can use appropriate words and phrases for emotions 	<ul style="list-style-type: none"> • I know how to show agreement or disagreement of another person's viewpoint in my chosen style of communication • I know how to verbalise my feelings in an 	<ul style="list-style-type: none"> • I can understand and follow simple discussions or exchanges with another person about straightforward topics. • I can take turns to speak & knows when to listen in a social situation • I can respond to a question about 	<ul style="list-style-type: none"> • I know that other people can have different opinions • I know how appropriately communicate with familiar & unfamiliar adults • I know how to hold a 	<p>Copy</p> <p>Turns</p> <p>Listen</p> <p>Reply</p> <p>Different</p> <p>Same</p>

<p>- Engaging in communication</p>		<p>sounds/noises, e.g. laughter</p> <ul style="list-style-type: none"> I can respond to different environmental sounds appropriately when they are part of familiar routines, e.g. looks at the door when the bell goes I can respond to frequently used words or signs appropriately when used in appropriate context, e.g. "All gone", "Bye-bye", etc. I can initiate social games by taking a proactive role when engaging with a member of staff, e.g. hides their face and reveals it to start peek-a-boo I can initiate interaction with a familiar person at mealtimes 	<ul style="list-style-type: none"> I know the meaning of commonly used words such as "go, stop, happy and sad". I know how to communicate my wants and needs in order to access a variety of learning opportunities, 	<ul style="list-style-type: none"> I can identify my preferences I can follow appropriate social cues when identifying my preferences I can identify my opinion on a topic I can express this in an appropriate manner to a member of staff I can use appropriate wording when expressing my opinion 	<p>appropriate way.</p> <ul style="list-style-type: none"> I know how to appropriately communicate my preference between 2 or more differing activities I know how to identify and express simple opinions such as like and dislike in an appropriate manner 	<p>specific chosen information.</p> <ul style="list-style-type: none"> I can answer simple questions from unfamiliar people with prompting. I can speak clearly enough to be understood by familiar and unfamiliar people. I can Ask appropriate questions I can Communicates their feelings about a range of relevant topics, 	<p>reciprocal conversation.</p> <ul style="list-style-type: none"> I know once I've asked a question I need to wait for the reply. I know that I can feel different feelings and emotions at different points during the day I know how to confidently communicate with an adult about my feelings & relevant topics 	
<p>Personal & Social</p>	<p>- British Values</p>	<ul style="list-style-type: none"> I can demonstrate contentment/sa 	<ul style="list-style-type: none"> I know how to express 3 basic feelings. 	<ul style="list-style-type: none"> I can identify emotions based on actions 	<ul style="list-style-type: none"> I know how to identify others emotional states 	<ul style="list-style-type: none"> I can name and label the main 	<ul style="list-style-type: none"> I know that different body 	<p>Sadness Movement</p>

<p>Development</p> <ul style="list-style-type: none"> - Relationships & Sex education -Physical & Sensory -Self care -Preparing food -Citizenship -British Values -Physical Health & Mental wellbeing 	<p>-Physical Health & Mental wellbeing</p>	<p>ness through expressions and body language when people/actions please/upset me.</p> <ul style="list-style-type: none"> • I can respond to physical contact with happy facial expressions when playing with others • I can allow myself to be guided through a range of movements or actions • I can maintain the equilibrium of my body posture during movement • I can explore textures of different foods by touch for up to 10 seconds 	<ul style="list-style-type: none"> • I know how to show my friends that I am enjoying a shared game. • I know how to tell a peer to stop if they're making me sad. • I know that different foods have different textures. • I know how to express like/dislike when exploring different foods. 	<ul style="list-style-type: none"> • I can support others if they are upset • I can brush my teeth with support • I can identify multiple aspects of my regular daily routines • I can identify what I need to complete regular daily routines • I can engage in discussions about a set topic • I can identify my own personal opinion • I can listen appropriately and communicate my opinion at an appropriate time 	<p>and react accordingly to this.</p> <ul style="list-style-type: none"> • I know how to engage in my morning/ night-time routine • I know how to challenge ideas appropriately • I know how to comment on current issues. 	<p>external parts of the body</p> <ul style="list-style-type: none"> • I can Identify ways in which I can feel better physically • I can Identify exercises or choices I can make to keep myself healthy • I can give examples of different ways they keep themselves clean • I can Identify some of the physical changes that occur in puberty for males and females. • I can play a social/team game with a peer/peers 	<p>parts have different names</p> <ul style="list-style-type: none"> • I know that exercise, eating healthily and sleep are key factors to being healthy. • I know what personal hygiene is and can name two items we would use to carry out personal hygiene routines. • I know how to keep myself clean and can sequence a shower/cleaning routine. • I know that my body will change when I experience puberty and can name two changes. • I know how to describe different ways in which puberty effects boys/girls 	<p>Food Hygiene Teamwork Choice</p>
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<p>Community & Independence</p> <p>- Entertainment, Leisure & Recreation</p> <p>-Travel</p> <p>-Managing Money</p> <p>-News & Current Events</p> <p>Chores, Routines & Maintenance</p> <p>-Outdoor learning</p>	<p>-Travel</p> <p>-Outdoor learning</p>	<ul style="list-style-type: none"> I can travel over a variety of surfaces. I can recognise familiar places such as the field, playground, shops and park. I can follow a simple one- or two-key word instruction when accompanied by gestures and context. I can respond to a journey on public/commercial transport with positive facial expressions/noises/actions 	<ul style="list-style-type: none"> I know that different surfaces require me to use different techniques to balance my body. I know how to follow simple instructions such as stop and go. I know how to express enjoyment when using different ways of transportation 	<ul style="list-style-type: none"> I can understand the terms left, right, forwards, backwards, up and down I can follow positional directions independently I can identify buildings and landmarks I commonly see I can appropriately describe my position in relation to these landmarks I can identify safe spaces to walk (pavement) I can identify safe and unsafe ways of acting around roads I can identify the hazards unsafe ways could have on myself and others 	<ul style="list-style-type: none"> I know how to locate objects when given simple positional directions I know how to sequence a familiar journey that I undertake regularly I know where the bus number/ destination is located on a bus I know how to safely walk around roads and identify potential hazards (road, sharp items) 	<ul style="list-style-type: none"> I can Identify local methods of transport I can Identify the name of the place they want to travel to I can demonstrate behaviour which is appropriate for a short trip on public transport I can organize what i will need for a trip into the community I can wear clothing appropriate for the task, e.g. apron if cooking/painting/cleaning 	<ul style="list-style-type: none"> I know and can name three different methods of traveling on local transport I know how to travel to a local supermarket I know to behave in an acceptable way in public I know what equipment/items i will need to take on a trip into the community I know that the weather can affect what clothes I will need I know that different trips will need different equipment (horticulture – Wellies /Shopping bags & money) I know how to communicate what different clothing I will need for different tasks 	<p>Leisure</p> <p>Places</p> <p>Transport</p> <p>Safe</p> <p>Behaviour</p> <p>Travel</p> <p>Community</p>
<p>Curiosity & Creativity</p>	<p>-Art & Design</p>	<ul style="list-style-type: none"> I can engage with different 	<ul style="list-style-type: none"> I know that different materials have 	<ul style="list-style-type: none"> I can use descriptive terminology 	<ul style="list-style-type: none"> I know how to communicate about textures 	<ul style="list-style-type: none"> I can tolerate different textures and 	<ul style="list-style-type: none"> I know that different textures and materials 	<p>Texture</p> <p>Describe</p> <p>Touch</p>

<p>-Science</p> <p>-Music</p> <p>-Drama</p> <p>-Art & Design</p> <p>-D&T</p> <p>-Geography & History</p>	<p>- History</p>	<p>materials and textures.</p> <ul style="list-style-type: none"> I can describe at least two different textures (soft/rough) I can engage in different sensory related activities 	<p>different textures.</p> <ul style="list-style-type: none"> I know the name to at least two different textures. I know how to indicate like/dislike for a texture. I know how to independently explore different activities with different textures, 	<p>when discussing different textures (rough, smooth, soft, hard etc.)</p> <ul style="list-style-type: none"> I can identify textures that are commonly used now and in the past. I can use some comparative language with support I can use appropriate language when discussing events I can use the past tense during conversations I can use various textiles to create a piece of art I can use knowledge of history in my creative work 	<ul style="list-style-type: none"> I know how to compare textures use both now and in the past. I know how to communicate about a past event appropriately I know how to create art based on a topic 	<p>materials when using them in a creativity activity</p> <ul style="list-style-type: none"> I can communicate & describe at least four different types of textures (smooth, rough, soft & hard) I can use different mediums during an art/creativity lesson (Paint, pencils, chalk, charcoal & pens) I can recall key dates throughout the year 	<p>require differing pressures for effect</p> <ul style="list-style-type: none"> I can use my descriptive language in a full sentence with growing confidence (The paper is rough) I know and can name different mediums I know how many days, in a week, months in a year and important dates throughout the year. 	<p>Feel Description</p>
<p>Digital Skills</p> <p>-Being safe & Responsible online</p> <p>- Communicating</p>	<p>-Using devices & Handling information.</p>	<ul style="list-style-type: none"> I can interact with a familiar digital device briefly when its name is spoken or signed I can coactively grasp access/control device I can participate in access/control 	<ul style="list-style-type: none"> I know the name of two digital devices e.g. ipad & computer. I know how to use two different devices with minimal support to open apps or play a simple 	<ul style="list-style-type: none"> I can identify that something is new to me I can identify what questions i have an ask in an appropriate manner I can identify similarities to apps I have 	<ul style="list-style-type: none"> I know how to ask questions regarding new or unfamiliar apps I know how to compare a new app/ piece of software to one i have used previously I know how to achieve specific 	<ul style="list-style-type: none"> I can Log on to a preferred device correctly with a given password and explains why their password is only for them. I can Find information on the 	<ul style="list-style-type: none"> I know to use a computer with growing confidence I know how to keep my password and log in safe and how to keep myself safe online. I know how to use a 	<p>Computer iPad Internet Application Online safety Search Login Password</p>

<p>-Creating & editing</p> <p>Transacting</p> <p>-Using devices & Handling information.</p>		<p>device activation activities with verbal/physical prompting</p> <ul style="list-style-type: none"> I can activate an access/control device as a reflex movement, but not aware of its links with action I can communicate to a member of staff with verbal or physical exclamations, e.g. saying "Uh-oh!" when something goes wrong I can communicate surprise if familiar object fails to complete an action, e.g. make a noise when button is pressed 	<p>point and click game.</p> <ul style="list-style-type: none"> I know how to communicate when something has gone wrong and request the appropriate help. I know how the actions that correlate with familiar objects. 	<p>used previously</p> <ul style="list-style-type: none"> I can identify differences to app I have used previously I can use knowledge of familiar apps to support my use of a new app I can recreate actions that have achieved success in the past on familiar apps I can identify a specific folder after is has been described to me 	<p>results when using a familiar piece of equipment</p> <ul style="list-style-type: none"> I know how to find a specific folder that is on my screen 	<p>internet coactively with a familiar person.</p> <ul style="list-style-type: none"> I can accept some limitations when using digital equipment, e.g. time, prohibited websites I can open a browser and types onto the address bar to access information on a familiar device I can select pages on the internet that they think are relevant 	<p>search engine to find different information relating to our topic.</p> <ul style="list-style-type: none"> I know that I need to share time on a device. I know how to select relevant information from the internet. I know how to use a mouse & keyboard with growing accuracy and confidence. 	
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'The Structured Curriculum'

This curriculum is intended to be pupil centred and individualised, interactive, creative, useful and enjoyable.

The Key Stage 2 (KS2) Structured Curriculum builds on the Key Stage 1 or 'Early Learning' curriculum in order to provide the opportunities which we think are essential for the learning and development of pupils at this age, who are working at the pre key-stage standards level. There is also a key focus on communication, emotional regulation and wellbeing which is primarily delivered through the SCERTS approach and Interception Curriculum.

The Key Stage 3/4 (KS3/4) Structured Curriculum continues to develop the skills and knowledge pupils have accessed in their primary curriculum. The focus continues to build upon fundamental communication and numeracy and literacy skills, with the further addition of functional life skills. We aim to provide a wider range of community opportunities which we think are essential for the learning and development of pupils at this age, who are working between the pre key-stage standards.

The specific aims of the Structured Curriculum model are:

- For pupils to have opportunities for hands on, immersive learning
- For pupils to become more competent communicators (through whichever method suits them best)
- For pupils to fulfil their potential in terms of being independent
- To provide relevant breadth and balance of learning opportunities
- To offer opportunities for inclusion within the school and wider community
- To enable pupils to value themselves as part of society
- For pupils to develop a greater awareness of themselves and their capabilities
- To develop pupils' self-esteem and confidence alongside their practical skills and ability to use and apply their knowledge where possible
- To allow pupils the opportunity to surprise us and drive their learning
- To help our pupils to develop greater 'resilience' i.e. the capacity to cope and thrive in the face of negative events, challenges or adversity.

Key Stage 2

The KS2 curriculum is split into the following 6 broad areas of learning. These areas form the backbone of the curriculum.



**Social, Moral,
Spiritual and
Cultural Values
(SMSC)**

Generally these activities are covered as part of topic-based sessions or whole school activities. Some explicit opportunities include, for example, learning about morals through a religious story or tolerance of difference by celebrating a religious festival. Other needs are addressed through direct teaching or personalised programmes in a specific area e.g. personal hygiene. A significant contribution is also made in regular collective worship and other curriculum activities.

The KS2 curriculum offers a mixture of play, exploration and focussed group learning. Child initiated play and exploratory learning enables our pupils to consolidate their skills and knowledge, while building their confidence as they develop their ability to explore, think about problems and relate to others (through interactions with adults as well as their peers). In planning and guiding these experiences, teachers create opportunities for:

- Playing and exploring: where pupils investigate and experience things, and 'have a go'
- Active learning: where pupils are encouraged to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements
- Creating and thinking critically: where pupils develop their own ideas, make links between ideas, and develop strategies for doing things.

Key Stage 3/4

The KS3/4 is divided into 6 broad areas of learning. These areas form the pillars of the curriculum.

Communication and Interaction

This area focuses on developing the communication skills that our learners need to ensure they can express their needs, wants, feelings and emotions, such as:

- Language/symbols/sign
- Motivation and wanting to communicate
- Expressive / receptive language e.g. Giving instructions
- Commenting and providing information e.g. planning future events, reporting recent activities
- Ways to communicate needs / wants e.g. seeking attention
- Play behaviour and communicating to others;
- Conversation skills (intensive interaction to verbal conversation);
- Inclusion
- Developing purposeful use of PECS system, VOCA or Makaton.

Functional Literacy and Numeracy Skills

This area focuses on equipping our pupils with the essential skills needed for English and Maths, in order to enable them to participate more successfully in life and learning, such as:

- Literacy – combining the skills of reading and writing, including, exploring, enjoying and learning about sounds, words and text and experiencing a rich variety of books. It may include: response to books & text, name writing, matching symbols/photos, reading for meaning, high frequency words, matching photos to words etc, phonics, social sight signs, menus, recognising symbols in the widest sense, timetables, accessing ICT, social sight signs, 'typing', ICT.
- Numeracy – understanding ways to apply maths in the environment, number concepts and calculations and an understanding of shape, space and measures; developing an awareness of, and observation of patterns in the environment and the ability to collect and organize information. It may include: money, counting, large / small, time, use of ICT, recognising coins, sorting, long/ short, exchanging, matching, heavy/ light, related functional setting, cause & effect, shapes 2D & 3D, adding, weight, take away, length, data handling – graphs, colours, sequencing, pattern & sequence, recognising numerals, capacity, positional language, more / less.

Physical and Sensory Development

This area focuses on helping our learners to develop increasing control over their bodies, muscles and physical co-ordination, in terms of both their fine and gross motor skills. It also relates to meeting pupil's sensory needs in an appropriate way. Activities include Sensory Circuits, PE, *Clever Fingers*, *Yoga and Swimming*.

Independent Living Skills

This area focuses on the routine tasks which are essential to day-to-day living - travel training and general mobility (knowing where you are going, moving around inside / outside); personal care; dressing & clothes; shopping; community awareness and survival cooking / eating; making choices; behaviour; private/public; asking for needs / wants appropriately.

Skills for life – topic

This area focuses on supporting our learners to develop their knowledge and awareness of nature and the universe, through observation and experimentation, and then their ability to practically apply it. It is also where pupils are encouraged nurturing the imagination, problem solving, thinking and motor skills of our learners, through exploration, decision making and expression.

**Social, Moral,
Spiritual and
Cultural Values
(SMSC)**

Generally these activities are covered as part of topic-based sessions or whole school activities. Some explicit opportunities include, for example, learning about morals through a religious story or tolerance of difference by celebrating a religious festival. Other needs are addressed through direct teaching or personalised programmes in a specific area e.g. personal hygiene. A significant contribution is also made in regular collective worship and other curriculum activities.

The KS3/4 Practical Curriculum offers a mixture of community/life skills experiences, social opportunities and more formal teaching. Most activities will be offered in a functional context and the skills practiced in a meaningful way. Pupil's independent thinking skills and problem solving will be encouraged through pupil initiated and exploratory learning as this enables our pupils to consolidate their skills and knowledge.

The curriculum is designed to support teachers to plan in a developmental and progressive way for our pupils.

Areas of learning are 'timetabled' in line with pupil's development and progress, with different time allocations being given to these areas as appropriate. The particular 'weightings' or priorities which pupil's may require, vary according to individual needs.

Educational Health Care Plan's form the basis of each pupil's 'individual offer' and as such the curriculum, coverage and weightings of specific activities, as well as class timetables.

KS2 and KS3/4 follow separate 2 year curriculum cycles. Over pupils' time at school this enables us to provide a curriculum that is not only 'broad, balanced and relevant' but also facilitates continuity, progression, connectivity and coherence. Practically speaking, this approach also enables us to ensure that resources are not all in demand by everyone at once. The 2 year cycle provides guidance for:

- Termly topics
- Suggested texts and termly literacy themes
- Termly numeracy themes
- Termly PE themes

All pupils in years 9, 10 and 11 complete ASDAN - Life Skills Challenge/ Personal Progress accreditation modules. Across the year pupils complete up to 12 modules which are selected based upon their needs and abilities. A central record is maintained, so as to ensure continuity and progression. Modules are levelled using Working towards, Entry 1, Entry 2 and Entry 3, Level 1, Level 2, Level 3. Most pupils within the Practical Learning Approach will be working towards or Entry 1/2 level. That said many pupils have 'spikey profiles' and strengths in particular areas, so may achieve a higher award.

These topic themes influence the literacy, communication and numeracy covered across the week, as influenced by EHCP outcomes and pre-key stage standards

'Curriculum Leaders' or TLR holders provide suggested learning outcomes and activity documents for the six key areas. They also ensure resources and support are available

In addition topic-centred medium term plans are written for each Key Stage and resources purchased for some of the suggested activities. At KS3/4 the themes link specifically to those units covered by ASDAN and/or calendar events.

These curriculum webs provide ideas, not instructions and they act as the starting point for individual class teachers to then:

- Plan and teach the areas of learning
- Plan focussed opportunities for teaching and learning the skills needed to access a rich range of experiences
- Use topics for interest and motivation

- Give pupils opportunities to practise and generalise their learning
- Allow space and time for pupils to surprise us
- Ensure that learning is always child focused and that planning takes into account individual pupil priorities, learning styles and preferences

Teachers are then given time in Phase meetings to collaborate in their Key Stages to expand on these topic webs – this enables them to develop curricular ideas and to share specific skills, resources and expertise.

Teachers are required to lead Monday and Friday class team meetings. In these meetings pupil's learning needs are discussed and reviewed, in conjunction with any wellbeing/behaviour needs that may affect this.

To prepare for these meetings teachers need to have clear plans in place to support pupil's learning. This planning ensures that day-to-day learning activities feed into long term goals and provides a framework for communication with teaching assistants in the class team. More often than not teaching assistants will set up and lead an activity in a one:one capacity or with a small group and clear planning therefore enables these staff to support learning effectively.

Pupils are assessed in the following areas:

- Educational Health Care Plans Outcomes (EHCP)
- Steps 4 Life (BSquared)
- Accreditation (Years 9,10,11)
- SCERTS (where applicable)

There are a series of locations for assessment :

- Evidence for Learning
- BSquared
- Life Skills Challenge accreditation (Years 9,10,11)

EHCP

All pupils have an individual Educational Health Care Plan. These are reviewed annually. As part of this they have a set of outcomes that last approximately one year and are the 'big' aims. These are broken down into small incremental steps, which are assessed and reviewed termly.

These are reviewed formally 3 times a year, twice at parent consultations and once at the annual review. Evidence of progress towards this is kept digitally on the Evidence for Learning system, in the form of videos, pictures and observations.

Steps 4 Life

'Steps 4 Life' are delivered through topic-based learning and holistically across the school day. The skills are split into multiple frameworks, with a focus on independence skills. These

frameworks are: English, Maths, Digital Skills, Personal and Social Development, Independence, Preparing Food, Self-Care and Travel. There are 8 stages of progression:

N – Encounter
A – Awareness
R – Attention and Response
E – Engagement
P – Participation
I – Involvement
G – Gaining Skills and Understanding
M - Mastered

Students may be working on skills across multiple ‘steps’ or stages, through a topic-based approach or as incorporated within ASDAN units of learning. Steps 4 Life also provides a basis for EHCP outcomes, particularly within the area of Independence.

At FAW pupil progress within the areas of Literacy and Numeracy is recorded electronically using BSquared, which is used across Kent Special Educational Needs Trust (KSENT).

This is an online programme, where each pupil will have a record on attainment. Teachers make a summative judgment using the descriptors above. This gives teachers a percentage for the amount of progress each student has made.

Evidence for Learning

Please refer to ‘Assessment for Learning’ section.

Life Skills Challenge

Please refer to previous information outlined.

SCERTS®

SCERTS is a framework to support assessment and planning for children and young people with a description of autism. It targets key areas to be developed so as to facilitate effective participation in school, community and home life. There are 3 main components to the SCERTS framework

- 1. Social Communication** is a key area to focus on in order to develop functional language and communication skills and support the building of relationships with others. Pupils are assessed as being at a social partner, language partner or conversational partner stage. Targets are then planned for development of skills to support progress and movement through the stages. *This is the **SC** of the SCERTS framework.*
- 2. Emotional Regulation** - children and young people with autism often have difficulties in recognising and coping with emotions, moving through changes and hence being ready to learn at home and at school. Accurately assessing this area of emotional regulation is vital

in order to understand where children and young people are in terms of coping with change, managing their sensory responses, being able to focus in class and other situations at home and at school. Targets are then planned to support the development of skills in self-regulation as well as in understanding other people can be useful in coping with emotions and change (mutual regulation). *This is the **ER** of the SCERTS framework.*

3. Transactional Supports are the ways in which we can structure the classroom, or other places where the child or young person learns and plays in order to support progress. It also supports the adults to know what they can do to support such as reducing language or allowing time to process information. Focusing on transactional supports creates a highly skilled workforce. This is the **TS** of the SCERTS framework.

SCERTS complements our other forms of assessment and helps pupils to make progress in terms of their learning. At Five Acre Wood School it is implemented as a joint plan with frontline professionals, advisory staff and the family all working together. Parents / carers are encouraged to express their views of the functional skills they feel their child needs in the various contexts in which they live and learn. Any challenging behaviours observed in pupils are seen as communication attempts. All pupils have a Personal Support Plan, which clearly details effective strategies to support each learner when they are at various stages of regulation/ dysregulation.

Structured Curriculum Framework Primary (KS1&2)

Primary Term & Theme	1 Getting to know you	2 Celebration	3 Transport	4 Animal Magic	5 The world around us	6 Fantasy Land
Structured Approach key values:						
Structured environment providing ample opportunities for social interaction, developing communication and emotional regulation by providing appropriate transactional support. We encourage independence, healthy minds and developing functional life skills.						
TOPICS						
<i>Academic Year 2022 - 2023</i>	Things about me Hobbies Likes / Dislikes My home & school life My family and friends We are all different and unique Harvest & Autumn	Festivals i.e. Fireworks, Diwali, Halloween, Christmas How do we live in Winter? Winter (weather, clothing)	Transport in our community i.e. bus, train, walk, bike, car Road safety Safety equipment when using bikes, scooters	Pets Looking after pets Land/water habitats Life cycles Wild animals Being safe around animals	Seasons: Spring & Summer Clothing for different seasons Weather Exploring world using our senses Places (maps, locations, Go Jettors, landmarks) Planning journeys	Superheroes Animation (Disney, Pixar, Dreamworks, Nick Jr. Cbeebies) Woodstock
<i>Academic Year 2023 - 2024</i>	My Family Harvest & Autumn	Festivals i.e. Fireworks, Diwali, Halloween, Christmas Winter (weather, clothing) Life in the Arctic i.e. igloos, polar bears, eskimos	Transport through time / other methods i.e. boat, plane, tram, Our journey to school/home Going on holiday Public transport	Farm animals Looking after farm animals Zoo animals Animal groups (fish, birds, insects etc.)	People who help us World around me (planting, observing & exploring plants, herbs, trees) Changing weather Seasons	Fairy Tales Pirates The sea Dinosaurs Woodstock

<p>Continuing provision Individual EHCP targets</p>	<p>Communication and interaction , Cognition and learning Social, Emotional and Mental Health Physical and Sensory & Independence</p> <p>Self - awareness, time, date, weather, senses, food & drinks, seasons, peer relationships</p> <p>RSE: Families and people who care for me, Caring friendships, Respectful relationships, Being safe, Mental wellbeing, Internet safety and risks, Physical health and fitness, Health and prevention.</p>
<p>Communication and Interaction</p> <p>Functional skills and Communication in mornings Informed by EHCP targets, SaLT, SCERTS, Communication Framework,</p>	<p>Speaking & Listening</p> <ol style="list-style-type: none"> 1. Attention and Listening Skills (Use of visual, tactile, verbal prompts, use of total communication, accompanied by signs etc.) 2. Play and Interaction 3. Communicating and Interacting (Functional Communication/Pragmatics– is about how children become communicators. Learning to listen and speak emerges out of non-verbal communication, which includes facial expression, eye contact and hand gesture. These skills develop as children interact with others, listen to and use language, extend their vocabulary and experience stories, songs, poems and rhymes) 4. Understanding Language (Receptive/Listening- understanding simple key words, moving onto instructions with increasing range of words and concepts-position, description, size etc..., understanding questions, time concepts, jokes) 5. Using Language (Expressive/Speaking, this includes developing use of AAC devices, increasing vocabulary, improving use of grammar (personal pronouns, tense etc), increasing range of communication functions, recall of words and events,) 6. Speech- articulation- this should be done with advise from SALT) <p>Language for Thinking – is about how children learn to use language to imagine and recreate roles and experiences and how they use talk to clarify their thinking and ideas or to refer to events they have observed or are curious about. Abstract concepts such as things you can't see, imagination, thinking, how, why and inference.</p>
<p>Language and Literacy -</p> <p>Story share & Topic related consolidation</p>	<p>ASPECTS, LANGUAGE AND LITERACY</p> <p>Reading</p> <ol style="list-style-type: none"> 1. Reading behaviour– is about children understanding and enjoying stories, books and rhymes, 2. Pre Reading- Satisfactory eyesight and hearing, Visual discrimination, Sound discrimination, Memory (repeat a short phrase, repeat a nursery rhyme or 4/5 line poem or tongue twister), Concentration – can engage in a task for at least 5 - 10 minutes, Knows how to hold a book, turn the pages. Knows that in English, print reads from top to bottom, left to right. 3. Pictures and Symbols - recognising that print carries meaning, Recognises Logos, or symbols. 'Reading' both fiction and fact, and reading a range of familiar words and simple sentences. 4. Linking Sounds and Letters – is about how children develop the ability to distinguish between sounds and become familiar with rhyme, rhythm and alliteration. They develop understanding of the correspondence between spoken and written sounds and learn to link sounds and letters and use their knowledge to read and write simple words by sounding out and blending. 5. Reading Words and Phrases- using combination of skills to decode and blend in order to read for meaning. Recalling events, making predications and inferring from text. 6. Writing

7. **Muscle strength and Fine motor**- Fine motor skills developed, Hand eye co-ordination developed, Satisfactory sight (if VI, specialist advice followed),
 8. **Mark Making and Writing**– is about how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes.
 9. **Handwriting**– is about the ways in which children's random marks, lines and drawings develop and form the basis of recognisable letters.
- For further skills see National Curriculum.**

BOOK SUGGESTIONS

<p><i>Books (linked to theme)</i></p> <p>Academic Year 2022 - 2023</p>	<p>Linked to pupils interests</p> <p>Incredible Me I Like Myself Marvelous Me Thank You For Me The very helpful hedgehog That's not my hedgehog Autumn song sack</p>	<p>Father Christmas needs a wee</p> <p>Pumpkin soup Fox in the dark Room on the Broom Meg and Mog The Snowman How the Grinch Stole Christmas Stick Man The Gruffalo's Child Jolly Christmas Postman Biff & Chip 'The Snowman' Elmer in the Snow The mouse that cancelled Christmas</p>	<p>Barefoot Books – We All Go Travelling By & The Journey Home From Grandpa's We Completely Must Go To London You Can't Take An Elephant on the Bus Non-fiction transport books Rosa Likes Cars</p>	<p>The Very Hungry Caterpillar Franklin Frog Non-fiction books The Tiger who came to tea How does an egg hatch? Rumble in the jungle In the Jungle Tiddler The Rainbow Fish Sharing a shell I want a pet The pigeons wants a puppy Some pets</p>	<p>We are all different Welcome to our world My world your world Only one you In every house, on every street A handful of buttons Different a great thing to be Our class is a family Super duper you The same but different too We are all neighbors We are together Just ask: be different, be brave, be you</p>	<p>Animation stories;</p> <ul style="list-style-type: none"> - Disney - Nick Jr - Cbeebies - Dreamworks <p>Way back home</p> <p>Ten little superhero's Whatever Next Superworm It's good to be me Super duck The day I lost my super powers The midnight superhero</p>
<p><i>Books (linked to theme)</i></p> <p>Academic Year 2023 - 2024</p>	<p>Linked to pupils interests</p> <p>Peace at Last Five Minutes Peace Large Family Winnie the Witch Thee: seasons come, seasons go Percy the Park Keeper</p>	<p>Father Christmas needs a wee</p> <p>The witch and the warthog Whoosh went the witch Santa loves underpants Mog's Christmas Calamity The Snowman</p>	<p>Barefoot Books – We All Go Travelling By & The Journey Home From Grandpa's Dig, Dig, Digging Emergency! Non-fiction transport books</p>	<p>Farmyard Hullabaloo Who's on the farm? The Little Red hen Farm Animals</p>	<p>A superhero like you People who help us Police officer Clothesline clues to jobs people do When I grow up You can't call an elephant in an emergency What do people do all day</p>	<p>That's not my...</p> <p>Ben & Holly How to catch a star The singing mermaid Sugarlump and the unicorn</p>

		How the Grinch Stole Christmas Stick Man The Gruffalo's Child Polar Bear, Polar Bear, What Do You Hear? That's Not My Polar Bear Lost & Found			Emergency We catch the bus All through the night On the way home	
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Subject	Term 5 Focus	Step 3-4		Step 5-6		Step 7 – Entry 1		All Steps
		Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Key Vocabulary
Termly Topic: The World Around Us								
Literacy Speaking, listening & communicating Reading & spelling Phonics (where appropriate)	Reading Engaging in reading Word reading Writing Engaging in writing Writing Phonics	-I can show an interest in books when 'reading' with a member of staff. -I can select a book from a collection. -I can pat a picture in a book to indicate recognition when a member of staff asked them to find a specific item. -I can hold objects with either hand using a palmar grasp when engaging in exploration. -I can move objects in a circular motion.	-I know that books are meaningful. -I know that I can manoeuvre items to where I would like them to be with my hands. -I know that books carry information. -I know that marks have meaning.	-I can read and respond to my visual timetable with assistance. -I can hold a book up the right way. -I can handle reading materials of different shapes and sizes. -I can sit for several minutes look at books by myself. -I can request the reading of a book/text. -I can match and object to another object. -I can say the sound of some letters in my name.	-I know what is happening during my day. -I know that when I read, I read from left to right. -I know that reading materials come in different forms. -I know that I can read for pleasure. -I know that letters are meaningful and make different sounds.	-I can start at the beginning of a book. -I can use the terms 'beginning' and 'end' when describing a book. -I can recognise the days of the week. -I can recognise the purpose of a text e.g. information or advertising. -I can use a search engine with assistance. -I can identify the letters of the alphabet by their sound. -I can identify the name of ten letters. -I can match three letter words. -I can pause at a full stop when reading aloud.	-I know where the beginning and end of a book is. -I know that there are seven days in a week. -I know information has different meanings and can be displayed differently. -I know that letter sounds make words. -I know that a full stop means the end of a sentence.	Seasons Summer Autumn Winter Spring Weather (rain, sunshine, snow, thunder) Book Front cover Blurp Pages Pen Writing Labelling Letter & Sounds

				<ul style="list-style-type: none"> -I can recognise that marks and symbols have meaning. -I can concentrate without support for up to 10 minutes. 		<ul style="list-style-type: none"> -I can order letters of the alphabet. 		<ul style="list-style-type: none"> People who help us (teachers, doctors, nurses etc.)
<p>Numeracy</p> <p>Number</p> <p>Shape & Space & Measure</p> <p>Handling Data & Information</p>	<p>Shape & Space</p>	<ul style="list-style-type: none"> -I can take an object out of a container without assistance. -I can engage in exploration of different shaped objects for up to 10 seconds. -I can move objects in circular movements. -I can push shapes through matching holes when encouraged to do so by an adult. -I can demonstrate recognition of some of my own belongings. 	<ul style="list-style-type: none"> -I know how to manoeuvre objects independently. -I know how to engage in shaped objects for pleasure. -I know how to make circular movements. -I know how to recognise shapes when given holes to push them into. -I know which items belong to me in school. 	<ul style="list-style-type: none"> -I can trace circular movements. -I can post objects through holes when playing. -I can stretch, tear and squash dough into rough shapes. -I can put large pegs into a peg board. -I can match 2D shapes. -I can find an object that is square. -I can find an object that is round. -I can communicate using positional language e.g. the ball is in the box. 	<ul style="list-style-type: none"> -I know some shapes. -I know how to use tools to create a rough shape. -I know how to recognise the same shape. -I know how to find a round object. -I know how to communicate using positional language. 	<ul style="list-style-type: none"> -I can describe shapes, listing some properties, e.g. sides, round. -I can turn objects to align them. -I can create patterns from shapes. -I can sort shapes by size. -I can sort objects by shape. -I can recognise 2D and 3D shapes in everyday objects. -I can recognise the terms North, South, East and West and relate to position. 	<ul style="list-style-type: none"> -I know that shapes have different properties. -I know that I can move shapes to make different or bigger shapes. -I know that shapes make patterns. -I know that shapes are in everyday objects. -I know different terms of positions. 	<ul style="list-style-type: none"> Shape Vertices Faces Edges Square Circle Triangle Rectangle Quadrilateral Pentagon Hexagon Heptagon Octagon Nonagon Decagon

		<ul style="list-style-type: none"> -I can look at moving objects. -I can point to moving objects. 						<ul style="list-style-type: none"> Sphere Pyramid Cube Cuboid (Rectangular Prism) Hexagonal Prism Triangular Prism
<p>Preparing Food</p> <p>Hygiene, Health & Safety</p> <p>Preparing Meal, Snacks & Drinks</p> <p>Taking Nutrition</p> <p>Using Utensils & Appliances</p>	<p>Preparing snacks, meals & drinks</p> <p>Following a Recipe</p> <p>Mixing</p> <p>Measuring</p> <p>Making a Sandwich</p> <p>Making Drinks</p>	<ul style="list-style-type: none"> -I can handle a range of foods with different textures, e.g. gherkins, uncooked and cooked pasta -I can touch a range of unfamiliar foods without protest when provided with different items -I can touch a range of textures without protest when provided 	<ul style="list-style-type: none"> - I know I can touch foods with different textures, e.g. gherkins, uncooked and cooked pasta - know I can touch a range of unfamiliar foods - I know I can reach for my preferred food - I know I can choose my food 	<ul style="list-style-type: none"> -I can identify the normal place where I can find a plate -I can identify the normal place I can find a bowl -I can return to work station with assistance -I can remain at work station while using specific equipment - I can mix ingredients manually, with two or three verbal prompts 	<ul style="list-style-type: none"> -I know where I can find plates - I know where I can find a bowl - I know how to return to workstation with some adults' prompts - I know how to use a mixing tool to mix ingredients - I know how to use a mixing tool to stir ingredients 	<ul style="list-style-type: none"> - I can assist in some self-chosen parts of following recipe -I can accept step-by-step instructions from staff when following recipes, with support to stay on task -I can follow a verbal direction to undertake a familiar task -I can collect ingredients to make a sandwich, with 	<ul style="list-style-type: none"> - I know I can make a sandwich with an adult support -I know to follow step-by-step instructions when following a recipe -I know I can follow verbal instruction to complete a task 	<ul style="list-style-type: none"> preparing food ingredients utensils (fork, knife, spoon, tea spoon) plate cut mix stir sandwich sandwich filler open/close

		<p>with different foods</p> <p>-I can reach for a preferred food from a selection of two</p> <p>-I can indicate and identify food preference due to taste</p> <p>-I can indicate and identify food preference due to texture</p>		<p>-I can stir ingredients in a bowl with assistance to ensure they are fully mixed</p> <p>- I can communicate what type of sandwich I would like to make (understood by a familiar person)</p> <p>-I can open a butter or margarine container</p>	<p>- I know I express my choice of sandwiches</p> <p>- I know how to open a butter or margarine container</p>	<p>one or two verbal prompts</p> <p>-I can make a sandwich and cuts it in half with minimal prompting</p> <p>-I can put away sandwich ingredients with minimal prompting</p>	<p>-I know how to collect ingredients when making a sandwich, with one or two verbal prompts</p> <p>-I know how to use a knife to cut a sandwich in half with minimal prompting</p> <p>-I know where to put away sandwich ingredients with minimal prompting</p>	<p>spread</p> <p>cut</p> <p>collect</p> <p>put away</p> <p>tidy up</p> <p>wash hand</p> <p>dry hands</p>
<p>Independence</p> <p>Chores, Routines & Maintenance</p> <p>Entertainment, Leisure & Recreation</p> <p>Managing Money</p>	<p>Household Chores</p> <p>Household Routines</p>	<p>-I can tracks objects by moving head</p> <p>- I can locate a sound source regularly without prompting from a member of staff</p> <p>-I can demonstrate a</p>	<p>-I know when I move my head I will see different objects</p> <p>- I know where the familiar sounds come from</p> <p>- I know my daily routine</p>	<p>- I can engage in play of household activities</p> <p>- I can accept I have to stop my activity and begin my cleaning routine with encouragement</p> <p>- I can demonstrate recognition of</p>	<p>- I know how to engage in play using household equipment (e.g. kitchen, tea set, play hoover etc.)</p> <p>- I know when the activity finished is time to clean up</p>	<p>- I can begin my cleaning routine when requested and encouraged</p> <p>- I can wear clothing appropriate for the task, e.g. apron if cooking/painting/cleaning</p> <p>- I can recognise the daily task list under their</p>	<p>-I know when to start my cleaning routine (e.g. before snack, lunch etc.)</p> <p>- I know to put a coat/jumper on when it's cold outside or an apron for</p>	<p>Cleaning dust pan & brush</p> <p>Cloth</p> <p>Dusting</p> <p>Cleaning</p> <p>Wiping</p> <p>Sweeping</p>

<p>News & Current Events</p>		<p>brief interest in noises in my immediate environment when encouraged by a member of staff</p> <p>- I can recognise familiar routines</p> <p>- I can respond if routine is changed</p> <p>-I can recognise and respond to a familiar object in a daily routine, e.g. going to the toilet when shown nappy or a toilet symbol</p>	<p>- know that my routine can change</p> <p>- I know when I see for example a toilet symbol or a nappy that it's the time to go to the toilet</p>	<p>cleaning activities which I was previously involved in</p> <p>- I can copy staff circular, horizontal and vertical movements with cloth in hand on a horizontal surface when wiping/dusting, e.g. shelves, counter tops</p> <p>- I can exercise some care when warned something is dangerous</p> <p>- I can exercises some care when warned something is hot</p> <p>-I can show some basic awareness of cause-and-effect</p>	<p>- I know how to copy different movement when using a cloth during wiping and dusting tasks.</p> <p>- I know to stop when an adult warns me it's dangerous</p> <p>- I know not to drink or pick up objects when warned they are hot</p> <p>- I know how to use/play with toys and resources with a cause-and-effect</p>	<p>name, e.g. wash up, stack chairs</p> <p>- I can sequence my day in pictures</p> <p>- I can read symbols/words on my timetable</p> <p>- I can cut along lines, straight and curved with some accuracy</p>	<p>painting activities</p> <p>- I know that symbols on my schedule have meaning and represent different activities</p> <p>- I know the sequence of my school day</p> <p>- I know how to use scissors to cut along lines, straight and curved with some accuracy cut</p>	<p>Hoovering</p> <p>Tidying up</p> <p>Schedule</p> <p>Timetable</p> <p>Group activity</p> <p>One-to-one</p> <p>Workstation</p> <p>Leisure</p>
<p>Personal & Social Development</p> <p>-Relationships & Sex education</p> <p>-Physical & Sensory</p>	<p>Citizenship focus</p> <p>Mental wellbeing & First-aid</p>	<p>-I can accept help to remove frustration and regulate.</p> <p>-I can laugh at silly actions or when working</p>	<p>-I know at least two strategies that make me feel happier.</p> <p>-I know that my actions influence others.</p>	<p>- I can indicate what has made me feel upset.</p> <p>- I can communicate what is special and important to me.</p> <p>- I can demonstrate</p>	<p>- I know the difference between sadness and anger.</p> <p>- I know the difference between happiness and excitement.</p>	<p>- I can demonstrate an awareness of other people's feelings.</p> <p>- I can communicate about my fears.</p> <p>- I can describe a basic step in a first aid routine.</p> <p>- I can direct someone to the nearest first-aid box.</p>	<p>- I know how different actions might make another person feel.</p> <p>- I know how to communicate about emotions</p>	<p>Happiness</p> <p>Sadness</p> <p>Excitement</p> <p>Worry</p> <p>Upset</p>

<p>-Self care</p> <p>-Preparing food</p> <p>-Citizenship</p> <p>-British Values</p> <p>-Physical Health & Mental wellbeing</p>		<p>with peers and staff.</p> <p>-I can respond to other people's emotions with an emotional response.</p> <p>- I can communicate with staff when in pain or discomfort.</p> <p>-I can identify body parts to enable me to communicate changes, pain or discomfort.</p>	<p>-I know how to express 3 basic feelings.</p> <p>-I know the main parts of my body and can point to them (arms, legs, stomach...).</p> <p>-I know the symbol for first aid.</p>	<p>affection for my peers.</p> <ul style="list-style-type: none"> - I can recognise when I need first-aid help (e.g. a cut). - I can identify items of familiar first-aid equipment. - I can identify where I might find a first-aid box. 	<ul style="list-style-type: none"> - I know how to appropriately demonstrate friendship and kindness. - I know basic hygiene routines. - I know how to ask for help. - I know of common first aid equipment. - I know how to differentiate between a cut, bruise or a graze. 	<ul style="list-style-type: none"> - I can classify major or minor injuries. - Identifies 999 as the emergency number. 	<p>such as worries and fears.</p> <p>-I know how to apply a plaster</p> <p>- I know what a first-aid box looks like.</p> <p>- I know where to find a first aid kit in a familiar place.</p> <p>- I know at least one type of injury that might require hospital attention.</p> <p>- I know how to make an emergency phone call.</p>	<p>Pain</p> <p>First-Aid Kit</p> <p>Plaster</p> <p>Injury</p> <p>Emergency</p>
<p>Digital Skills</p> <p>-Being safe & Responsible online</p> <p>- Communicating</p> <p>-Creating & editing</p>	<p>Focus: Staying safe online</p>	<p>- I can demonstrate recognition of my own belongings.</p> <p>- I can shy away from strangers, demonstrating a healthy level of concern when</p>	<p>- I know where to keep my items safe.</p> <p>- I know the difference between friends, safe strangers and strangers.</p>	<p>- I can communicate on a computer using symbols.</p> <p>- I can indicate what has caused me to be upset.</p> <p>- I can identify where a password or code</p>	<p>- I know when I should or should not give out personal information.</p> <p>- I know who I can trust and approach when I need help.</p>	<p>- I can suggest ways to share information.</p> <p>- I can identify a stranger.</p> <p>- I can identify who I can speak to when a peer or I is upset.</p>	<p>- I know which information can be shared and which is private.</p> <p>- I know why strangers are unsafe.</p>	<p>Belongings</p> <p>Stranger</p> <p>Safe Strangers</p> <p>Laptop</p> <p>iPad</p> <p>VOCA</p>

<p>Transacting</p> <p>-Using devices & Handling information.</p>		<p>unfamiliar people enter the room.</p>	<p>I know how to act around unfamiliar people,</p>	<p>should be types on a screen.</p>	<p>- I know why strangers could be a hazard.</p> <p>- I know why I shouldn't share my password or address.</p> <p>- I know how to tell an adult when something has made me feel uncomfortable.</p>	<p>- I can describe simple rules when dealing with strangers.</p>	<p>- I know how to act around a range of people.</p> <p>- I know how to get support from an adult when needed.</p> <p>- I know how to keep my information safe online.</p>	<p>Private</p> <p>Friendship</p>
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Structured Curriculum Framework Secondary (KS3&4)

Stage 3 & 4 Term & Theme	1 Personal	2 Digital Skills	3 Self-care	4 Preparing Food	5 Independence	6 Travel
<p>Structured Approach key values: Structured environment providing ample opportunities for social interaction, developing communication and emotional regulation by providing appropriate transactional support. We encourage independence, self-advocacy, healthy minds and developing functional life skills as well as preparing students for next steps in their lives and adulthood.</p>						
TOPICS						
All activities to have a functional purpose to promote independence	<p>The Best me: inside out</p> <p>How would others describe me?</p> <p>Art work project:</p> <ul style="list-style-type: none"> - T-shirts (designing – including digitally, making and exhibiting – fashion show) <p>Mental and Physical Health</p> <ul style="list-style-type: none"> - Emotions - Sports/healthy eating 	<p>Gaming & wellbeing</p> <p>SCRATCH (coding):</p> <ul style="list-style-type: none"> - Animate a name/character - Imagine a world - Make a Pong/chase game - Make it fly <p>Taking a break from technology</p> <p>Making collaborative board games</p>	<p>Keeping clean & healthy</p> <p>Cleaning schedules</p> <p>Using appliances</p> <p>Making information posters</p> <p>Making instructions (including videos: how to use microwave, kettle, washing machine etc.)</p>	<p>Health is wealth</p> <p>Food drive (help the community)</p> <p>Creating & packaging own smoothies (creating & following recipes)</p> <p>Make exercise video for primary pupils</p> <p>Demonstrating OT (e.g. core stability exercise)</p> <p>Filming</p>	<p>Out in the wild</p> <p>Written instructions (making a den/structure, putting up a tent etc.)</p> <p>Plan a camping trip & go! (school grounds – sensory garden, trim trail, yard)</p> <p>Pebble art</p> <p>Survival skills (swimming)</p>	<p>Travel/Journeys</p> <p>Building/preparing their own backpack for a journey</p> <p>Looking at historic journeys and explorers</p> <p>Creating emotion/sensory supports for undertaking journeys</p>
	Areas of learning/ BSquared attributes	citizenship, physical health, mental health, RSE	safe & responsible online, communicating, creating & editing, transacting, using devices & handling information	hygiene & safety, maintaining & monitoring health, maintaining clothing needs, washing & bathing	hygiene & safety, preparing meals, snacks & drinks, taking nutrition, using utensils & appliances	chores, routines & maintenance, entertainment leisure & recreation, managing money, news & current events

OTHER METHODS OF ASSESSMENT

Assesses using SCERTS, EHCP (Evidence for Learning) and BSquared.

<p>Communication and Interaction</p> <p>Functional skills and Communication, Social Interaction skills taught discreetly or embedded as part of other activities. Informed by EHCP targets, SaLT, SCERTS, Communication Framework.</p>	<p style="text-align: center;">Speaking & Listening</p> <ol style="list-style-type: none"> 1. Attention and Listening Skills (Use of visual, tactile, verbal prompts, use of total communication, accompanied by signs etc.) 2. Play and Interaction 3. Communicating and Interacting (Functional Communication/Pragmatics– is about how children become communicators. Learning to listen and speak emerges out of non-verbal communication, which includes facial expression, eye contact and hand gesture. These skills develop as children interact with others, listen to and use language, extend their vocabulary and experience stories, songs, poems and rhymes) 4. Understanding Language (Receptive/Listening- understanding simple key words, moving onto instructions with increasing range of words and concepts-position, description, size etc..., understanding questions, time concepts, jokes) 5. Using Language (Expressive/Speaking, this includes developing use of AAC devises, increasing vocabulary, improving use of grammar (personal pronouns, tense etc), increasing range of communication functions, recall of words and events,) 6. Speech- articulation- this should be done with advise from SALT) 7. Language for Thinking – is about how children learn to use language to imagine and recreate roles and experiences and how they use talk to clarify their thinking and ideas or to refer to events they have observed or are curious about. Abstract concepts such as things you can't see, imagination, thinking, how, why and inference.
<p>Language and Literacy -</p> <p>Enhanced by cross curricular & Enrichment related consolidation on the afternoons.</p>	<p style="text-align: center;">Reading</p> <ol style="list-style-type: none"> 1. Reading behaviour– is about children understanding and enjoying stories, books and rhymes, 2. Pre Reading- Satisfactory eyesight and hearing, Visual discrimination, Sound discrimination, Memory (repeat a short phrase, repeat a nursery rhyme or 4/5 line poem or tongue twister), Concentration – can engage in a task for at least 5 - 10 minutes, Knows how to hold a book, turn the pages. Knows that in English, print reads from top to bottom, left to right. 3. Pictures and Symbols - recognising that print carries meaning, Recognises Logos, or symbols. 'Reading' both fiction and fact, and reading a range of familiar words and simple sentences. 4. Linking Sounds and Letters – is about how children develop the ability to distinguish between sounds and become familiar with rhyme, rhythm and alliteration. They develop understanding of the correspondence between spoken and written sounds and learn to link sounds and letters and use their knowledge to read and write simple words by sounding out and blending. 5. Reading Words and Phrases- using combination of skills to decode and blend in order to read for meaning. Recalling events, making predications and inferring from text. <p style="text-align: center;">Writing</p> <ol style="list-style-type: none"> 1. Muscle strength and Fine motor- Fine motor skills developed, Hand eye co-ordination developed, Satisfactory sight (if VI, specialist advice followed), 2. Mark Making and Writing– is about how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes. 3. Handwriting– is about the ways in which children's random marks, lines and drawings develop and form the basis of recognisable letters. 4. For further skills see National Curriculum.

Structured Mid-Term Planning KS2/3 – an example

Subject	Term 6 Focus	Step 3-4		Step 5-6		Step 7 – Entry 1		All Steps
Termly Topic: Travel & Journeys		Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Key Vocabulary
Literacy Reading Writing Phonics (where appropriate)	Reading Writing Phonics	-I can show an interest in books when 'reading' with a member of staff. -I can select a magazine from a collection. -I can maintain interest in pictures for a minute while the content is named. -I can manipulate small objects in my hands. -I can move symbols on my timetable when it is placed in front of me.	-I know that books are meaningful. -I know that magazines are meaningful. -I know that pictures convey a meaning with what is written in a book. -I know that I can explore books with my hands. -I know that when I moved symbols on my timetable, the activity has finished.	-I can pick up books. -I can look for a specific book. -I can listen to specific books several times. -I can turn a book around to look at pictures in different ways. -I can start reading at the front of the book. -I can show when I do not understand. -I can recognise when the story has finished. -I can scribble spontaneously when given pen and paper. -I can make a 'list' of what I want to do tomorrow.	-I know that I can choose which books I like. -I know how to find a specific book. -I know that pictures look different upside down. -I know that when reading, you must start from the front of the book. -I know that I can use facial expressions when reading. -I know that scribbles make marks on paper. -I know that lists provide information.	-I can turn one page at a time throughout a book. -I can look at the left-hand page first. -I can identify the initial sound of spoken words. -I can suggest different sources of information. -I can engage with a range of short, simple texts that inform, describe, and narrate. - I can create a card for family or friends. - I can group letters to indicate a word. -I can spell the days of the week phonically plausibly.	-I know that pages in books give me sequential information. -I know that I read from left to right. -I know initial sounds of words. -I know that information comes in different sources. -I know how to engage with a range of texts. -I know how to write with purpose. -I know how to spell the days of the week.	Magazine Reading material Symbols List Reading Writing Manipulation Beginning, middle, end.

				-I can read my own writing. -I can suggest a phrase to include in my work.	-I know that my writing is meaningful. -I know how to comment on things within my work.	-I can sort words and letters from numbers. -I can sequence my day in pictures.	-I know the difference between letters and numbers. -I know what happens during my day in pictures.	
Numeracy Number Shape, Space & Measure Handling Data & Information	Handling Data & Information	-I can show response to a location. -I can make a food/drink choice from two visible objects. -I can identify that a specific object signifies an activity. (coat for outside) -I can recognise some familiar places. -I can anticipate a routine, demonstrating an expectation of familiar actions when given a visual cue. -I can identify common objects by pointing/looking	-I know that locations give me different emotional reactions. -I know how to make a choice. -I know that objects have specific meaning. -I know if I am going to a familiar place. -I know how to manage myself during a familiar routine. -I know how to show attention to objects when they have been named. -I know how to follow a simple instruction.	-I can put a mark against a list of tasks completed. -I can match objects by size. -I can sort objects by colour when given a choice of two. -I can recognise myself in the mirror. -I can recognise the daily routine. -I can look for a spoon/fork when given a meal. -I can match numerals to two. -I can match colours. -I can match 2D shapes. -I can sort two colours.	-I know how to mark a completed task. -I know how to match objects by size. -I know how to sort two different colours. -I know what I look like in the mirror. -I know what happens during my daily routine. -I know where to look for cutlery prior to eating. -I know how to match numerals. -I know how to match colours.	-I can identify a list. -I can recognise a daily task under my name. -I can match the numerical date. -I can find the odd one out in a group of five objects. -I can identify the differences between two similar objects. -I can put items in their correct places. -I can state how many of each thing I have sorted. -I can read a simple chart to find out the day's schedule.	-I know what a list looks like. -I know what my task is. -I know how to match the numerical date. -I know how to find the 'odd' object in a group of five. -I know how to identify the difference between two objects. -I know how to put items where they belong. -I know how many objects I have sorted.	Data Objects of reference List Checklist Colours Size (big/small) Size (more/fewer) 2D shapes (square, triangle, rectangle, star etc) Odd / even Same / different Charts Shopping list

		<p>at them when they have been named.</p> <p>-I can follow a simple one or two key word instruction when accompanied by gestures and context.</p>		<p>-I can match pictures with assistance.</p> <p>-I can recognise and sort familiar objects regardless of colour.</p> <p>-I can point to the space where something normally is.</p> <p>-I can find the odd one out from three objects.</p> <p>-I can respond to 'find the one the same'.</p>	<p>-I know how to match 2D shapes.</p> <p>-I know how to match pictures.</p> <p>-I know how to sort familiar objects.</p> <p>-I know where objects usually are within my learning space.</p> <p>-I know how to find the 'odd' object in a group.</p> <p>-I know which objects are the same.</p>	<p>-I can follow methods shown to produce results.</p> <p>-I can write a shopping list.</p> <p>-I can find a price on a simple price list.</p> <p>-I can sort objects by given criteria.</p> <p>-I can sort shapes by size.</p> <p>-I can sort objects by shape.</p> <p>-I can record data in a tally chart.</p> <p>-I can provide a simple explanation of my results.</p>	<p>-I know how to read my schedule.</p> <p>-I know how to follow methods shown.</p> <p>-I know how to write a shopping list.</p> <p>-I know how to find a price on a price list.</p> <p>-I know how to sort objects with criteria.</p> <p>-I know how to sort shapes by size.</p> <p>-I know how to record data in a tally chart.</p> <p>-I know how to explain what I have found.</p>	Price list
<p>Communication & Interaction</p> <p>Speaking & Communicating</p>	Engaging in Communication.	<p>-I can attempt to copy facial expressions.</p> <p>-I smile at a familiar person when engaging in an activity.</p>	<p>-I know how to use facial expressions.</p> <p>-I know how to use a facial expression during an activity.</p>	<p>-I can take part in a 'conversation' with a member of staff.</p> <p>-I can initiate communication with familiar people.</p>	<p>-I know how to have a conversation with an adult.</p> <p>-I know how to initiate a conversation.</p>	<p>-I can approach the person I wish to talk to.</p> <p>-I can look at the person speaking to me.</p>	<p>-I know how to approach people I would like to talk to.</p> <p>-I know how to engage with someone when they are</p>	<p>Interaction</p> <p>Facial expressions</p> <p>Conversation</p>

<p>Listening & Responding</p> <p>Engaging in Communication</p>		<p>-I can still to a calm, reassuring voice.</p> <p>-I can turn my head away to indicate enough.</p> <p>-I can point at people with my fingers/eyes when interested in them.</p> <p>-I can respond to familiar members of staff consistently when interacting with them.</p> <p>-I can explore facial expressions visually when working with others.</p> <p>-I can initiate an interaction with a familiar person at mealtimes.</p>	<p>-I know how to show I have had enough of an activity.</p> <p>-I know how to show I am interested in something.</p> <p>-I know how to respond to familiar people.</p> <p>-I know how to explore facial expressions.</p> <p>-I know how to interact with a familiar person when eating.</p>	<p>-I can communicate with peers using words, gestures or symbols.</p> <p>-I can begin to match the emotions of others.</p> <p>-I can attend to a staff led group activity and contribute with support.</p> <p>-I can introduce someone simply. E.g. this is Ben.</p> <p>-I can initiate a simple conversation.</p> <p>-I can carry on a simple two-way conversation.</p> <p>-I can smile or laugh in response to something that is funny.</p>	<p>-I know how to communicate with my peers.</p> <p>-I know how to match emotions.</p> <p>-I know how to engage in activities and contribute ideas.</p> <p>-I know how to introduce people using their name.</p> <p>-I know how to engage in a two-way conversation.</p> <p>-I know that I can use facial expressions when engaging with people.</p>	<p>-I can contribute to conversations unprompted.</p> <p>-I can demonstrate a sense of humour.</p> <p>-I can attempt to negotiate.</p> <p>-I can wait for a response to my speech.</p> <p>-I can give a peer chance to reply.</p> <p>-I can respond to other people's ideas.</p> <p>-I can greet appropriately.</p> <p>-I can take turns to speak.</p> <p>-I can listen to others' points of view.</p> <p>-I can respond to a verbal invitation.</p> <p>-I can challenge another person's idea.</p> <p>-I can participate in simple discussions or exchanges with another person</p>	<p>speaking with me.</p> <p>-I know how to share my views during a conversation.</p> <p>-I know how to understand humour.</p> <p>-I know how to negotiate.</p> <p>-I know how to wait for someone to respond to my speech.</p> <p>-I know how to give people time to reply to my communication.</p> <p>-I know how to respond to other people's ideas.</p> <p>-I know how to greet.</p> <p>-I know how to take turns when speaking.</p> <p>-I know how to challenge</p>	<p>Emotions (happy, sad, angry, excited)</p> <p>Pause</p> <p>Hello / goodbye.</p> <p>How are you?</p>
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						about straightforward topics.	someone else's view. -I know how to engage in discussions with another person.	
Topic Specific	Social Partner		Language Partner		Conversational Partner			
<p>1) Travel & Journeys</p> <p>2) Knowledge of Maps</p> <p>3) Famous Explorers Journeys</p> <p>4) Preparing for a Journey including what to take on the journey</p> <p>5) Emotional Regulation during a Journey</p>	<p>Packing my Backpack:</p> <ul style="list-style-type: none"> To be able to recognise common items that I pack in my bag for school and name these with text/ symbols by matching. To be able to recognise common items that are used depending on season and match these appropriately e.g. a sun hut will be in my bag in the summer. To be able to show an awareness of personal belongings and recognise when I may need these/ E.g. A water bottle will be taken from my bag when I am thirsty. <p>Planning a journey:</p> <ul style="list-style-type: none"> To be able to recognise that a journey will have a beginning and end and can differentiate in time depending on where I go on my journey. I will be able to identify and match my own journey experiences/ recall e.g. I can recognise I go on a journey via taxi to school each day. I have been on an aeroplane. I will be able to identify a start and finish point when provided with a 		<p>Packing my Backpack:</p> <ul style="list-style-type: none"> To be able to recognise common items that I pack in my bag for school and name these, using key vocabulary. To be able to recognise common items that are used depending on season and match these appropriately e.g. a sun hut will be in my bag in the summer. I will show an understanding as to why an item will need to be used depending on the season. E.g. To protect my eyes from the sun. To be able to show an awareness of personal belongings and recognise when I may need these/ E.g. A water bottle will be taken from my bag when I am thirsty. I will recognise the importance of this when taking a journey– planning for this along the way. <p>Planning a journey:</p> <ul style="list-style-type: none"> To be able to recognise that a journey will have a beginning and end and can use a map to locate where these will be. 		<p>Packing my Backpack:</p> <ul style="list-style-type: none"> To be able to recognise common items that I pack in my bag for school and name these, explaining the use. To be able to recognise common items that are used depending on season and match these appropriately e.g. a sun hut will be in my bag in the summer. I will show an understanding as to why an item will need to be used depending on the season. E.g. To protect my eyes from the sun. I can write short sentences to explain these choices when packing my backpack. To be able to show an awareness of personal belongings and recognise when I may need these/ E.g. A water bottle will be taken from my bag when I am thirsty. I will recognise the importance of this when taking a journey– I will plan to use appropriate timings when I may need to factor breaks etc. <p>Planning a journey:</p> <ul style="list-style-type: none"> To be able to recognise that a journey will have a beginning and end and can use a map to locate where these will be. I can use positional language to support my understanding. I will be able to identify and match my own journey experiences/ recall to identify the best mode of transport based upon the journey location and plan accordingly. 			

	<p>map of the school site when transitioning to different outdoor areas.</p> <p>Creating sensory/ emotional resources to support their journey:</p> <ul style="list-style-type: none"> ○ I will be able to identify resources that are personal to me and support my emotional regulation. ○ I will be able to distinguish between the importance of necessary items and items needed for emotional/ sensory purposes. ○ To be able to create my own emotional resource using multi-media (where appropriate). E.g. A social story. 	<ul style="list-style-type: none"> ○ I will be able to identify and match my own journey experiences/ recall e.g. I can recognise I go on a journey via taxi to school each day. I have been on an aeroplane. I will use this knowledge to identify the best mode of transport based upon the journey location. ○ I will be able to identify a start and finish point when provided with a map of the school site when transitioning to different outdoor areas– I will be able to select the best route from my known experiences. <p>Creating sensory/ emotional resources to support their journey:</p> <ul style="list-style-type: none"> ○ I will be able to identify resources that are personal to me and support my emotional regulation. I will be able to make choices and preferences. ○ I will be able to distinguish between the importance of necessary items and items needed for emotional/ sensory purposes and use pre-populated sentences to explain my choosing. ○ To be able to create my own emotional resource using multi-media (where appropriate). E.g. A social story, emotions keyring or fidget toy for a longer journey. 	<ul style="list-style-type: none"> ○ I will be able to identify a start and finish point when provided with a map of the school site when transitioning to different outdoor areas– I will be able to select the best route from my known experiences and practice these to finalise the ‘best/ most suitable route’ considering a number of key factors. <p>Creating sensory/ emotional resources to support their journey:</p> <ul style="list-style-type: none"> ○ I will be able to identify resources that are personal to me and support my emotional regulation. I will be able to make choices and preferences. ○ I will be able to distinguish between the importance of necessary items and items needed for emotional/ sensory purposes and use pre-populated sentences to explain my choosing. ○ To be able to create my own emotional resource using multi-media (where appropriate). E.g. A social story, emotions keyring or fidget toy for a longer journey. <p>I will be able to reflect on whether my emotional resource was suitable for my journey and make changes where appropriate/ modelled from language partners.</p>
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'The Formal Primary Curriculum'

Intent

The Formal Primary curriculum at Five Acre Wood is broad and balanced whilst prioritising the key knowledge, skills and understanding we believe are essential for our pupils to have secured by the time they move onto Key Stage 3. The curriculum ensures that children are able to access learning at a level appropriate to that which is from the pre key stage standards onwards.

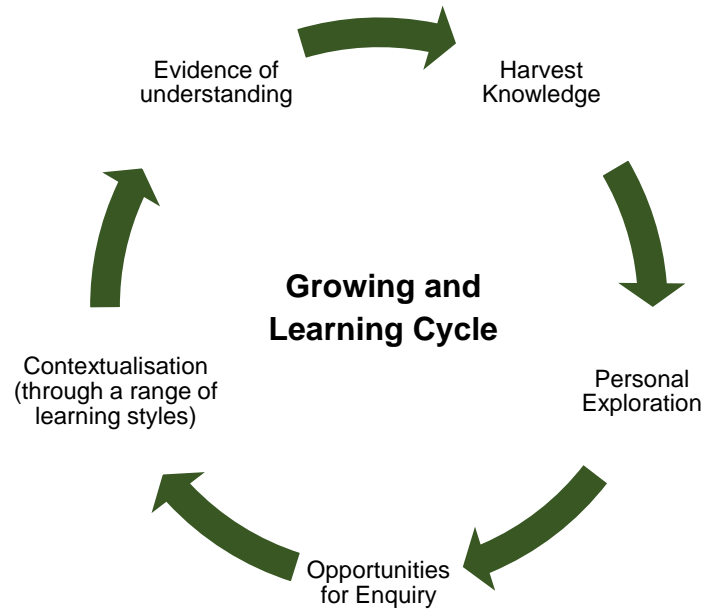
The Formal Primary Curriculum focuses on the key learning outcomes we consider most relevant to our pupils, taking into account their diverse Special Educational Needs. As children join the Learning Approach from a wide range of settings, including mainstream, with diverse levels of prior learning, ability and preparedness for learning, their starting points need to be assessed when they are admitted to set accurate starting points.

The Formal Curriculum end point is the knowledge, skills and understanding we want each pupil to have secured by the time they leave us. When a pupil moves onto the Secondary Formal approach, they will have started to develop their ability to self-reflect, their resilience, co-operation and problem solving skills; as well as acquiring skills, knowledge and understanding as set out in the National Curriculum.

We plan our curriculum in three phases. We decide on a long-term plan for each key stage and this indicates the topics and units that are to be taught in each term. Our curriculum is designed to assess and build on existing knowledge and skills as part of a graduated approach through which we assess, plan, do and review. This also enables us to meet the diverse Special Educational Needs of our learners, as well as to identify and meet any new areas for support. Pupils are encouraged to make connections and see patterns. They are provided with a range of practical opportunities to develop understanding, practice and rehearse skills, respond to questions and, importantly, learn through making mistakes. Pupil progression is built on secure knowledge; the next small step in learning being interwoven with existing knowledge and skills so these are embedded through overlearning.

Implementation

The curriculum will be taught with the consideration of the needs of all learners. Our curriculum will be exciting and will inspire children to nurture a passion for learning. Whilst it is important that our children can apply their knowledge and skills across the curriculum, it is also important that each subject is clearly distinguishable. The curriculum is organised into individual subjects. Each subject plan identifies both the skills and knowledge pupils will learn and how these will progress, build and develop towards the agreed end point in each curriculum subject. Pupils' progress is assessed and monitored continually and targets are reviewed and updated in response to clear evidence that the learning has been embedded into the pupils' long-term memory.



'Curriculum Leaders' or TLRs collaborate to co-produce overarching topic plans. These plans provide ideas, not instructions and they act as the starting point for individual class teachers to then:

- Plan and teach the areas of learning
- Plan focussed opportunities for teaching and learning the skills needed to access a rich range of experiences
- Use topics for interest and motivation
- Give pupils opportunities to practise and generalise their learning
- Allow space and time for pupils to surprise us
- Ensure that learning is always child focused and that planning takes into account individual pupil priorities, learning styles and preferences

The curriculum is designed to support teachers to plan in a developmental and progressive way for our pupils. Teachers plan thoroughly to not only ensure that day-to-day learning activities feed into long term goals but also to provide a framework for communication with their staff teams. Teachers are encouraged to devise learning intentions rather than objectives, as this provides greater scope for process learning and child led surprises or 'incidental learning' to occur.

Area of Learning	Strand	Embedded Throughout
Personal, Social and Emotional Development	- Citizenship - Careers - PSHE - RE	Key Skills
Communication, Language and Literacy	- English	
Numeracy, Thinking Skills and Problem Solving	- Maths	Computing
Creative Development	- Art and Design - Music - Design and Technology	Communication skills including Makaton (as appropriate)
Knowledge and Understanding of the World	- History - Geography - RE - Science - ICT	
Physical Development	- PE	

We use a three-year cycle of topics in Key Stage 1 and a four year cycle in Key Stage 2. This is so that the children have a range of exciting and engaging topics to enhance their love of learning. Maths and English in their discrete forms are delivered via a spiral curriculum, which is comprised of continuous as well as ‘topic’ based work. This approach enables pupils to hone in on key priorities as well as to revisit basic ideas repeatedly, gradually building upon them, in line with their personalised needs

Depending on the nature of their needs, some pupils studying at the formal level may require an additional curriculum to address specific aspects of their development, such as:

- Mobility and travel competence
- Independence skills
- Tactile development
- Postural management
- Social and emotional or therapeutic support for their mental health needs
- Understanding of their own special or medical needs
- 1:1 reading
- Speech and language or occupational therapy input

The curriculum is supported and enhanced by planned learning opportunities that are organised in order to promote learning, personal growth and development. These include the range of extra-

curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and cooperate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential. Wherever possible cross-curricular links particularly to English, Science and other foundation subjects are planned and taught in line with the topic being taught.

Pupil achievement is recorded in a variety of ways that include pupil workbooks, annotations on lesson plans, academic progress on BSquared and EHCP progress on Evidence for Learning. They are informed by ongoing formative and summative assessment.

Impact

Pupils will leave the Formal Approach as tolerant, respectful and confident young people who are prepared for the next phase of their learning and have developed the emotional resilience to enable them to be successful in the rest of their lives. Our aim is that they will:

- Read with enjoyment and comprehension
- Use and apply mathematical knowledge, concepts and procedures
- Have developed detailed knowledge and skills across the curriculum
- Be ready to transition to the next stage in their education
- Have achieved the best possible outcomes and progressed towards their aspirations for adulthood.

Formal Curriculum – KS2 Curriculum Framework

	Year 1					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Getting to know ourselves and each other.	State of matter – solids, liquids, gases.	Forces – link to history. Forces – separate sessions.	Living things and habitats.	Animal including humans	Plants
Geography	Our school and grounds			Explore Egypt.		Geography of Kent. North downs, sea, dover. (trip)
History		Pirates.	Egyptians		Maidstone (trip)	
PSHE	Getting to know everyone, growth mind-set, behaviour systems, zones if regulation.	Friendships and families, - different families.	Hygiene, independence skills,	Looking after others, life cycles, looking after living things, what you need to survive.	Sex education, looking after ourselves.	Transition.
RE	Diwali	Christmas / Hanukah	Chinese new year	Easter / Holy	Ramadan	Special places – places of worship.
Art skills focus – linked to topic.	Exploring and developing ideas/ skills- teach skill set then recap each term for each topic.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.
DT			The great bread bake off – skills focused.			

	Year 2					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Getting to know ourselves and each other.	Electricity	Rocks	Animals of the sea/river	Light	Living things and habitats
Geography	School and grounds.		Mountains	Rivers around the World		
History		Tudors			Ww2	Kent how was (Kent affected by ww2) trip – dockyard.
PSHE	Getting to know everyone, growth mind-set, behaviour systems, zones if regulation.	Friendships and families, - different families.	Hygiene, independence skills, bathroom	Looking after others, life cycles, looking after living things, what you need to survive.	Sex education, looking after ourselves.	Transition.
RE	Diwali	Christmas / Hanukah	Chinese new year	Easter / Holi	Ramadan	Special places – places of worship.
Art– linked to topic.	Exploring and developing ideas/ skills – teach skill set then recap each term for each topic.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.
DT			DT - Let's go fly a kite.			

	Year 3					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Getting to know ourselves and each other.	Sound	Materials – building a boat – sink and float.	Electricity	Properties of materials including cooking	Habitats
Geography		Kent – link to Roman invasion etc		Europe – countries and capital cities		Rainforests
History	Romans and Celts		Vikings		Aztecs	
PSHE	Getting to know everyone, growth mind-set, behaviour systems, zones if regulation.	Friendships and families, - different families.	Hygiene, independence skills,	Looking after others, life cycles, looking after living things, what you need to survive.	Sex education, looking after ourselves.	Transition.
RE	Diwali	Christmas / Hanukah	Chinese new year	Easter / Holy	Ramadan	Special places – places of worship.
Art	Exploring and developing ideas/ skills – teach skill set then recap each term for each topic.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.
DT			DT – Battery operated lights.			

	Year 4					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Getting to know ourselves and each other.	Sound	Senses	Earth and Space		Light
Geography				Volcanoes and Earthquakes	Extreme weather	
History	Britain since 1960 – Music, entertainment, fashion, key events etc		Stone age/Iron age			Myths and legends
PSHE	Getting to know everyone, growth mind-set, behaviour systems, zones if regulation.	Friendships and families, - different families.	Hygiene, independence skills,	Looking after others, life cycles, looking after living things, what you need to survive.	Sex education, looking after ourselves.	Transition.
RE	Diwali	Christmas / Hanukah	Chinese new year	Easter / Holy	Ramadan	Special places – places of worship.
Art	Exploring and developing ideas/ skills – teach skill set then recap each term for each topic.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.
DT					DT – Edible garden – skills focused.	

'The Secondary Snodland Curriculum'

Intent

The Secondary Snodland curriculum at Five Acre Wood is broad and balanced whilst prioritising the key knowledge, skills and understanding we believe are essential for our students to develop a love of learning as well as the key skills necessary to prepare them for being a functional member of society. The curriculum ensures that students achieve learning goals from the pre key stage standards through to Level 2 functional skills curriculum expectations, depending upon pupil need.

The Secondary Snodland curriculum focuses on the key learning outcomes we consider most relevant to our students, taking into account their diverse Special Educational Needs. As students join the school from a wide range of settings with different levels of prior learning, ability and preparedness for learning, their starting points need to be assessed when they are admitted in order to set accurate starting points.

The Secondary Snodland curriculum end point is the knowledge, skills and understanding we want each student to have secured by the time they leave us. When a student moves onto their next phase of education or training, they will have continued to develop their ability to self-reflect, their resilience, co-operation, and problem-solving skills; as well as acquiring skills, knowledge and understanding to achieve attainable formal accreditations.

We plan our curriculum in four different phases:

1. Year 7
2. Year 8 and 9
3. Key Stage 4
4. Practical year 8-11 class who follow a more functional practical approach to learning.

Our Year 7 curriculum builds on skills that have been developed in the Primary Formal Learning Approach. Students begin to work with adults other than their class team as they are grouped according to ability in Maths and English. Although students follow a topic approach, subjects are clearly identified within the long-term plan as separate subjects. (See Appendix 2 for example timetable).

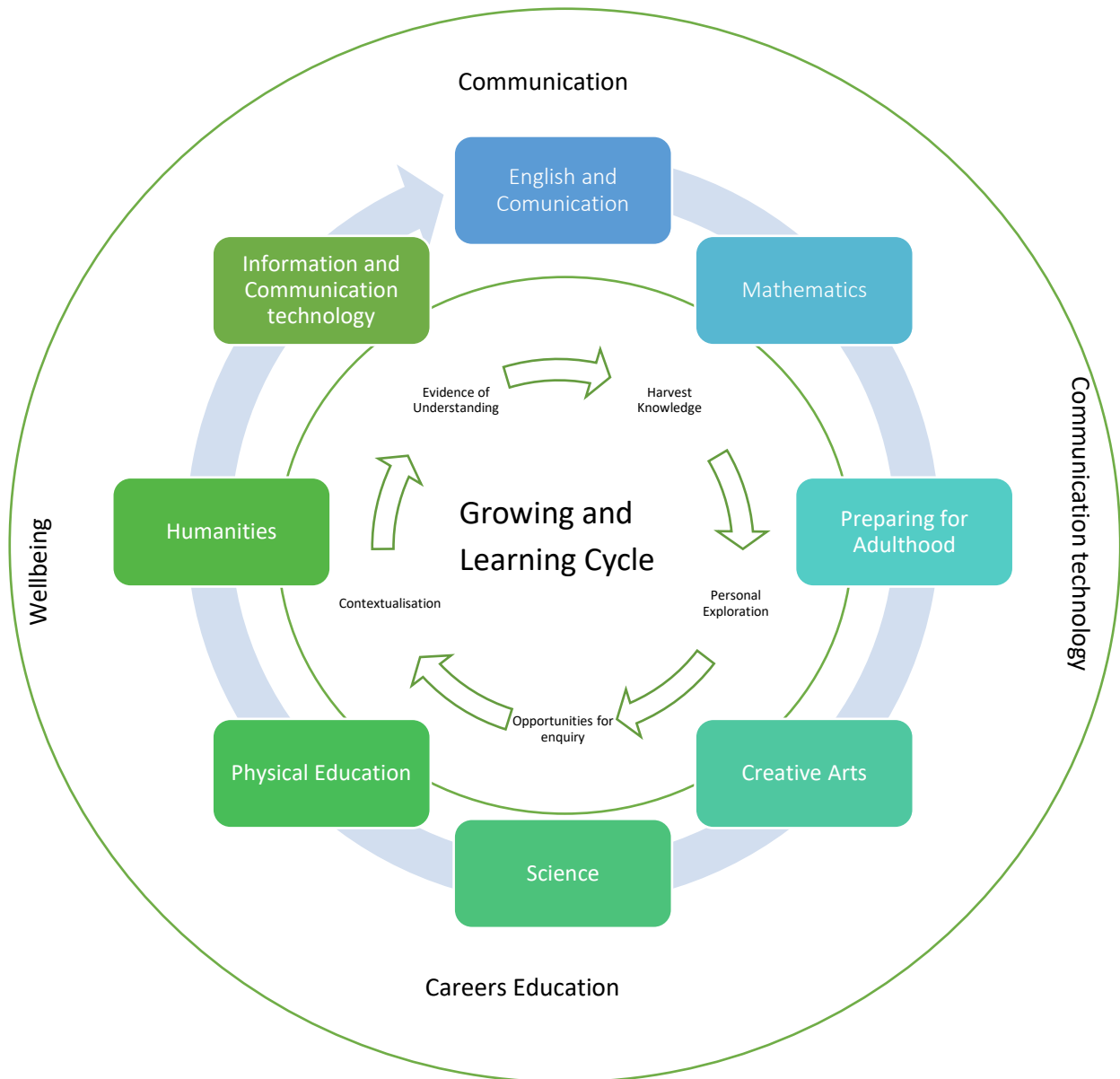
In Year 8 and 9, students follow an adapted secondary model, which builds upon the learning from Year 7. Learners are taught by subject specialist teachers within their form groups, with the exception of English and Maths where they are taught in ability groups.

Our Key Stage 4 curriculum continues to build on the learning from Key Stage 3 with the addition of formal accreditations in a range of subjects including Maths and English, Arts Awards and AQA Unit Awards. Within our Practical year 8-11 class the students are taught within an adapted National Curriculum model focussing on functional skills for life, with their form tutor leading lessons within their own class.

For all students our curriculum is designed to assess and build on existing knowledge and skills as part of a graduated approach through which we assess, plan, do and review. This also enables us to meet the diverse Special Educational Needs of our learners, as well as to identify and meet any new areas for support. Students are encouraged



to make connections and see patterns. They are provided with a range of practical opportunities to develop understanding, practice and rehearse skills, respond to questions and, importantly, learn through making mistakes. Student progression is built on secure knowledge; the next small step in learning being interwoven with existing knowledge and skills so these are embedded through overlearning.



Areas of Learning	Strands
Communication, Language and Literacy	Speaking and Listening Reading Writing
Maths, thinking skills and problem solving	Maths
Creative Arts	Art, Textiles and Design Technology Music Drama
Preparing for Adulthood	PSHE Community Inclusion Preparation for Further Education, Employment and Volunteering How to lead Healthy lives Independent living skills
Science	Everyday Science
Physical Education	Developing skills and performance Decision making and problem solving Evaluating and Improving Developing physical, social and mental wellbeing
Humanities	Geography History Religious Education
Information and Communication Technology	Education for the Connected World Real World Technology Creative Technology

Implementation

The curriculum will be taught with the consideration of the needs of all learners. Our curriculum will be exciting and will inspire children to nurture a passion for learning. Whilst it is important that our children can apply their knowledge and skills across the curriculum, it is also important that each subject is clearly distinguishable. The curriculum is organised into individual subjects. Each subject plan identifies both the skills and knowledge students will learn and how these will progress, build and develop towards the agreed end point in each curriculum subject. Pupils' progress is assessed and monitored continually and targets are reviewed and updated in response to clear evidence that the learning has been embedded.

The curriculum is planned to ensure that skills and knowledge are built on over the course of Key Stages 3 and 4. The plans provide ideas, not instructions, and they act as the starting point for individual class teachers to then:

- Plan and teach the areas of learning
- Plan to deliver the skills and knowledge needed to ensure students are able to achieve formal accreditations.
- Plan focussed opportunities for teaching and learning the skills needed to access a rich range of experiences
- Use relevant and topical themes to promote interest and motivation
- Plan topics to prompt thinking and develop skills for options beyond school
- Give students opportunities to practise and generalise their learning

- Allow space and time for students to think and plan their responses
- Ensure that learning promotes independence and a greater interest in the world around them
- Ensure that British values are embedded throughout the curriculum
- Embed the Principles of Nurture throughout all aspects of learning

The curriculum is designed to support teachers to plan in a developmental and progressive way for our students. Teachers plan thoroughly to not only ensure that day-to-day learning activities feed into long term goals but also to provide a framework for communication with their staff team.

Depending on the nature of their needs, some students studying at Secondary Snodland may require an additional curriculum to address specific aspects of their development, such as:

- Mobility and travel competence
- Tactile development
- Postural management
- Social and emotional or therapeutic support for their mental health needs
- Understanding of their own special or medical needs
- More vocational, hands on learning opportunities
- Speech and language or occupational therapy input
- Use of bespoke technology support to meet individual targets e.g. VI, HI
- Targeted support through the Principles of Nurture
- Individual support for personal care
- Use of bespoke learning supports for individual pupils e.g. TEACCH, SCERTS

The curriculum is supported and enhanced by planned learning opportunities that are organised in order to promote learning, personal growth and development. These include the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and cooperate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Wherever possible, cross-curricular links particularly to English and Maths are planned and taught in line to ensure students understand that subjects do not stand in isolation.

Student achievement is recorded in a variety of ways that include formal accreditation, student workbooks, annotations on lesson plans, academic progress on BSquared and Evidence for Learning. EHCP progress is recorded on Evidence for Learning. This is informed by ongoing formative and summative assessment.

Impact

Students will leave the Secondary Snodland as tolerant, respectful and confident young people who are prepared for the next phase of their learning and have developed the emotional resilience to enable them to be successful in the rest of their lives. Our aim is that they will:

- Read for pleasure and functionality to enable them to access all areas of life
- Use and apply mathematical knowledge, concepts and procedures to everyday life
- Have developed detailed knowledge and skills across the curriculum
- Be ready to transition to the next stage in their education
- To be able to recognise when they need help and know where to obtain it from



- Have achieved the best possible outcomes and progressed towards their aspirations for adulthood.

IMPACT

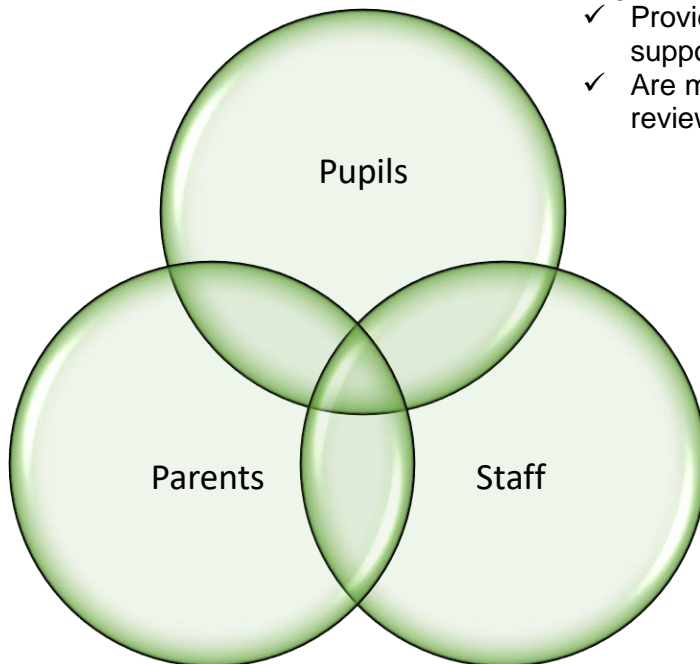
6. Assessment Of Learning – A ‘Basket Of Indicators’ Approach

Assessment at Five Acre Wood School is based upon the following core aims and principles:

Aims

For pupils to benefit from processes which:

- ✓ Enable them to know what they are doing and what they need to do to improve (within the context of their needs)
- ✓ Accurately identify and monitor their progress
- ✓ Highlight strengths and challenges, as well as intervention strategies
 - ✓ Raise the expectation of success and celebrate a broad range of achievement
 - ✓ Provide robust and reliable information to support progression in learning
 - ✓ Are motivating and actively involve pupils in review and target setting



For staff to benefit from procedures which:

- ✓ Are based on clear and shared criteria
- ✓ Are manageable, sustainable, consistent and useful
- ✓ Meet statutory requirements
- ✓ Paint a compelling picture of pupil progress and achievement
- ✓ Yield robust and reliable assessments
- ✓ Equip them to make well-informed judgements and improvement plans

For parents and carers to benefit from practices which:

- ✓ Highlights their child’s success and progress, identified areas of need and suggests how these can be addressed through home / school partnership
- ✓ Provide them with opportunities to review and discuss their child’s learning targets
- ✓ Involve them in formulating and helping to meet their child’s learning targets
- ✓ Ensure information about their child is detailed specific and accessible

Principles – Achievement and Progress for All

Key Principles:

- The main purpose of assessing a learner is to enable them to make the best possible progress in the development of their skills, knowledge and understanding.
- The learner is at the centre of the assessment process.
- The learner must be actively involved in the assessment process.
- The focus should be placed on learner's diverse abilities, rather than their disabilities.
- Assessment should be process-based and consider the relationship between the learner and their environment.
- Assessment must capture an accurate picture of the 'whole' learner, using a dynamic range of (linear and lateral) means.
- Assessment should involve the identification of emerging skills, knowledge and understanding, and support this emergence with suggested interventions.
- Assessment relies on high quality communication, relationships and partnership work.
- Assessment processes should be robust, underpinned by externally moderated processes and reflect high expectations.
- Evidence of understanding should be sought, which should in turn clarify priorities for future learning.

Developed with reference to Quest For Learning (2006)

Working in concert with our multi-dimensional, 'flowing' curriculum framework, our learners' achievements are celebrated within a dynamic structure which synthesises a wide breadth of assessments or measurements of progress, so as to reflect their diversity and holistically meet their very specific and highly personalised needs, rather than simply *"trying to fit them into an existing framework not developed with these needs in mind"* (Routes For Learning, 2006). Certainly, Barber and Goldbart (1998) maintain that *"for those individuals who consistently fail to show measurable progress on conventional assessments, a different model of progress is required."*

Within this context the concepts of assessment and achievement are undoubtedly entwined, as it can be difficult to identify achievement without some form of assessment having taken place. However, our approach is born very much out of the resolute belief that, given the complex needs of our learners, they may arguably not follow a 'normal' hierarchical, linear pattern of development, irrespective of how many 'small steps' are provided (Quest For Learning, 2006). This was also recognised by the recent Rochford Review (Standards & Testing Agency, 2016)

Despite the significant barriers they may however face, our learners are all capable of making progress, developing a range of skills and experiencing achievement: we are therefore passionate about creating a climate and ethos of achievement where the growth and development of all of our learners can be nurtured, ‘well rounded’ success celebrated and potential fulfilled. This far reaching understanding of achievement and progress transcends far beyond mere traditional ‘academic attainment’, so as to embrace factors such as ‘engagement’, ‘readiness to learn’ and ‘behaviour’.

It is our unique challenge as special educators to establish the optimal and manageable means by which each and every such learning achievement, however subtle, can be captured and marked, and to create responsive ‘learner centred’ instruments that not only *“suit the people whose abilities are being measured”* (Barber and Goldbart, 1998), but that can simultaneously be used to establish high expectations and suitable degrees of challenge. This view is partially echoed by Wolfe-Schein (1998) who maintained that –

“It is important that individuals working with children who are severely disabled are given tools that enable them to address the relevant features of the child’s behaviour...unique abilities and patterns of growth.”

Careful consideration of the rubric contained within key National Guidelines, coupled with a detailed examination of a series of current influential documents and reports, serves to not only herald the right to flex the might of our ‘basket of indicators’ philosophy. Indeed, the Department For Education (2010) emphasises that *Schools should use “a basket of indicators when evaluating past performance or setting meaningful, ambitious targets”* (page 20). In a similar vein, OFSTED subsidiary guidance (2014) highlights the fact that judgements regarding the achievements of pupils who have levels of attainment below those expected for their age should be based upon *“an evaluation of their learning and progress relative to their starting points at particular ages, and any assessment measures held by the school”* (paragraph 52).

Pupils’ achievements are recorded electronically via BSquared Connecting Steps and Evidence for Learning.


BSquared is derivative of statutory curriculum guidance including: the Characteristics of Effective Learning, Pre-Key Stage Standards and National Curriculum Stages (see Appendices 3a-c). Influence is also drawn from other documents, such as the engagement model. These frameworks have been broken down into key stages, providing sequential learning steps for staff and identifying where pupils have made smaller steps of progress across a subject or learning area that they will be working within for an extended time period. Teachers and Senior Teaching Assistants update logs to show where progress has been made, as and when applicable, e.g. after a unit of work. However it is expected that these are reviewed at least on a termly basis. At the end of each term Teachers make a summative judgement on BSquared about each pupil’s progress. These judgements are used for data capture and analysis at the beginning of each new term and form part of the regular pupil progress meetings held between teachers and the senior leadership team. Pupils are monitored against expected rates of progress in line with KSENT target setting algorithm.





Evidence for Learning is used as a way of measuring and documenting progress against a learner's provision plan targets, as drawn upon from outcomes set out in the Education Health Care Plan document.

These targets are reviewed three times a year as part of 'Parent Consultation' meetings, where parents are invited to collaborate with teachers in the review of their young person's mid term targets with a view to update these as part of the process of working towards achieving the annual goal. Evidence for Learning allows for teachers and Senior Teaching Assistants to type comments stating how the pupil / student has achieved the selected statement / objective. There is also provision for photos of work and scanned worksheets to be uploaded as part of this evidence base. (For example assessments and recording in relation to pupil provision plan, please see Appendices 4a and 4b).

Alongside assessments made against these descriptors, our different curricula use a range of alternative assessment processes, in accordance with the identified needs of individual pupils, as a means of capturing a full picture of their progress. These measures are identified in the table overleaf.

EYFS 		
Core Indicators		
EHCP targets/ Provision Plan targets (Evidence for Learning)	Early Steps framework (bSquared)	Characteristics of Effective Learning (Evidence for Learning)
Additional Indicators: <ul style="list-style-type: none"> therapy targets SCERTS framework MOVE targets the engagement model Boxall profile Phonics assessments 		

Sensory 		
Core Indicators		
EHCP targets/ Provision Plan targets (Evidence for Learning)	Engagement Steps framework (bSquared), the engagement model	Personal Progress (ASDAN) – pupils age 14+
Additional Indicators: <ul style="list-style-type: none"> therapy targets SCERTS framework MOVE targets Routes for Learning (2022) 		

Practical 			
Core Indicators			
EHCP targets/ Provision Plan targets (EFL)	Steps 4 Life framework (bSquared)	Life Skills Challenge (ASDAN) – pupils age 14+	Phonics assessments (all primary)
Additional Indicators: <ul style="list-style-type: none"> therapy targets SCERTS framework MOVE targets Readiness for learning framework See and Learn reading programme Boxall profile ('Nurture' classes) 			

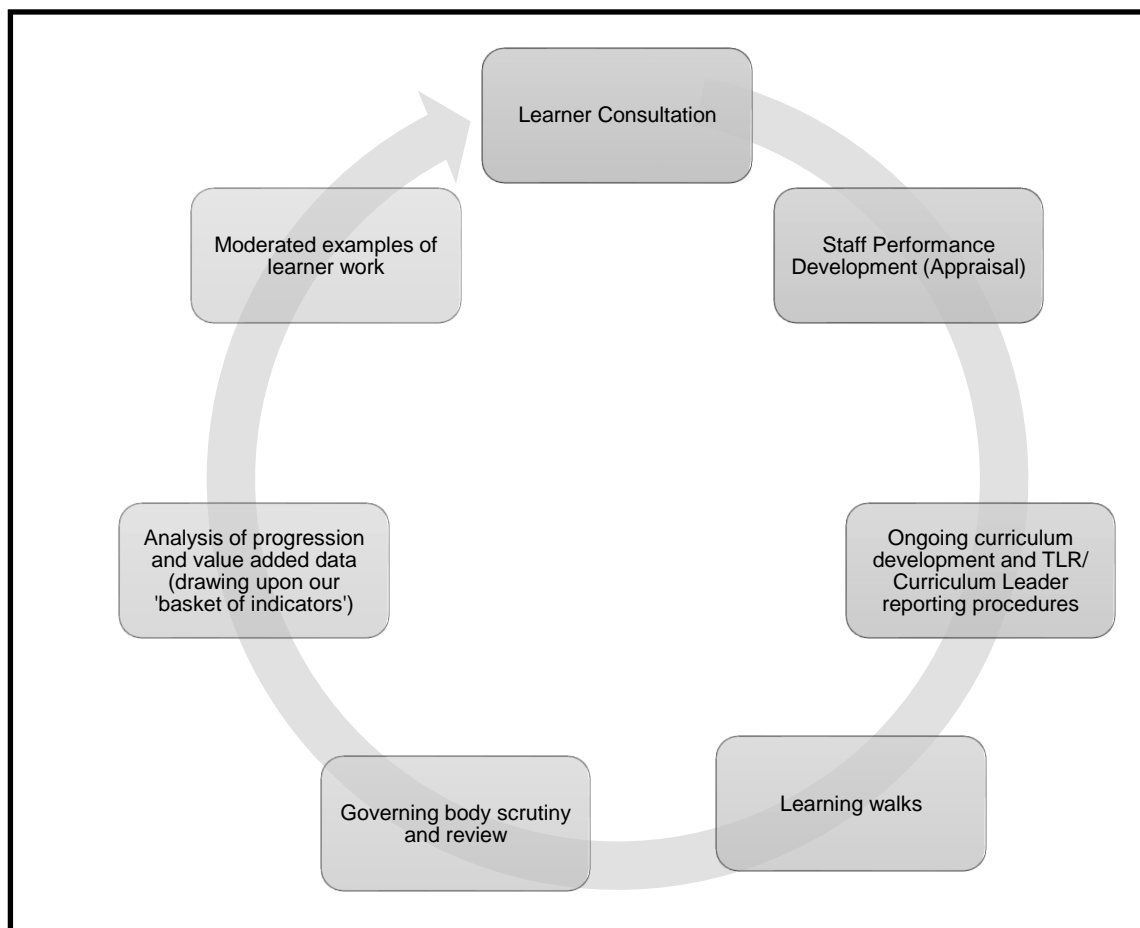
Structured		
Core Indicators		
EHCP targets/ Provision Plan targets (Evidence for Learning)	Steps 4 Life framework (bSquared)	SCERTS framework
Additional Indicators: <ul style="list-style-type: none"> therapy targets the engagement model Phonics assessments 		

Formal		
Core Indicators		
EHCP targets/ Provision Plan targets (Evidence for Learning)		
Progression Steps framework (Key Stages 1-3, bSquared)	Phonics assessments (Key Stages 1 and 2)	White Rose Numeracy (Key Stages 1-3)
Steps 4 Life framework (Key Stage 4, bSquared)	Art and Design BTEC (Key Stage 4)	Home Cooking BTEC (Key Stage 4)
Additional Indicators: <ul style="list-style-type: none"> therapy targets SCERTS framework MOVE targets Phonics assessments (Key Stage 3 onwards) Boxall profile Strengths and Difficulties Questionnaire (SDQ) Salford Sentence Reading test British Picture Vocabulary Scale (BPVS) Art and Design Unit Award 		

Functional	
Core Indicators	
EHCP targets/ Provision Plan targets (Evidence for Learning)	Skills Builder Partnership (Evidence for Learning)
Additional Indicators: <ul style="list-style-type: none"> ASDAN Personal Progress Diploma - Entry Level 1 Functional skills – City and Guilds English & Maths – Entry 1, 2, 3 and Levels 1 and 2 RHS Level 1 Gardening Award (in partnership with Team Tutsham) Food Technology - AQA unit awards; BTEC Home Cooking Skills at Level 1 or/and 2 BTEC – Level 1 intro Sport, Level 1 intro Business, Level 1 intro Art and Design, Level 1 intro Land Based Studies (Animal Care) Level 1 intro Land Based Studies (Site Maintenance), Level 1 intro Vocational Studies Options - AQA Unit Award scheme Duke Of Edinburgh – Bronze level 	

7. Monitoring And Evaluating Curricular Impact

Our curriculum is monitored and evaluated, to ensure that it is 'working', through the following stringent processes:



Appendix 1 – Example Engagement Profile

Pupil T: Engagement Model Profile

Date: June 2021

Supports (as per provision plan):

I learn best when I have a good relationship with the adult who is supporting me. When adults are new to me I can be quite shy and reluctant to engage. I communicate best during play activities where there is less demand. I engage best in learning tasks when working 1:1 with an adult in a space with minimal distractions. I find it hard to communicate when something is wrong and can get upset if I am hungry/ uncomfortable. Adults should be aware of my personal care and physical needs during the day and make sure that I am offered food/ drink/ toilet at regular intervals. Adults should support me to develop my communication skills so that I begin to communicate my needs more independently. Adults at home and school should stay in regular contact about my needs as I cannot say how I have been at home/ school. Adults supporting me should be aware of strategies outlined in my Personal Support Plan (to support me with my behaviour) and all use these consistently.

pupil photo

How engagement looks for me

Exploration	I may bring an object closer to my face and hold it to my ear. I may shake/ flap it or tap it on the table to explore the visual or auditory effect. I am most motivated by bubbles and paint and prefer to engage using my hands/ sense of touch, followed by hearing then sight.
Realisation	When I have found a preferred or familiar resource, I may point at it, making fixed eye contact. Sometimes I will name it and sometimes I will take it to an adult. I can use some items for their deigned purpose, such as a fork and pencil, though these skills need refining.
Anticipation	I start to giggle when an adult says 'ready, steady' for the third or fourth time as part of a sensory cause and effect game. I am motivated by food and when I see objects relating to mealtimes start to come out, I will frequently direct my gaze to the food preparation area. I respond well to songs attached to the routine to prompt me what is coming next.
Persistence	I can engage with repetitive play for long periods of time. I am often distracted by my food containers at mealtimes, but will continue to go back to my food. If I want to communicate a simple word or show an adult a resource, I will pursue them for up to a minute until they respond.
Initiation	If I see something that I am excited by, such as bubbles, I may point these out to an adult to request that they say 'bubbles'; at times I approach an adult and say simple words (out of context). After this I will return to self-absorbed play. I will independently move towards a motivating sensory activity and engage for up to three minutes. I will look towards an adult if I have hurt myself. I require consistent verbal and physical prompts to carry out simple routines.

Useful adult recording prompts

Exploration 	How do they build on their initial reaction? Do they notice/reach out? Do they continue to be responsive to the same stimulus in different contexts? Which stimulus interest the pupil, motivate then to pay attention?
Realisation 	How they interact with new stimulus? What behaviours show that they want more control of the stimulus? What new skills and used in new ways or different contexts? Are they continuing to be excited in their learning?
Anticipation 	Is the pupil demonstrating prediction, expectation or association between a stimulus and event? Is the pupil anticipating when familiar activities are starting/finishing? Do they show awareness of familiar activities with reduced prompts? What is the pupils understanding of cause and effect?
Persistence 	Can the pupil sustain attention and actively find out more? Do they show a determined effort to interact? Do they demonstrate intention changes? What are they? How long are the maintaining engagement in an activity?
Initiation 	How much investigation of a stimulus does the pupil show? How do they interact? Are they investigating spontaneously and independently during familiar activities? How well are they developing independence? What does this look like?

Appendix 2 – Year 7 Timetable

Redwood Timetable 2023-24

	Monday	Tuesday	Wednesday	Thursday	Friday
9.15-9.30	Come into class Settling/ resources out Register & lunches	Come into class Settling/ resources out Register & lunches	Come into class Settling/ resources out Register & lunches	Come into class Settling/ resources out Register & lunches	Come into class Settling/ resources out Register & lunches
9.30-10.00	PP time- EHCP targets- C & L- literacy	PP time- EHCP targets- C & L maths	PP time- EHCP targets SEMH- wellbeing	Library- PP time reading	PP time- EHCP targets C & I- Speaking & listening
10.00-10.10	Snack time	Snack time	Snack time	Snack time	Snack time
10.10-11.00	Maths	Maths	Maths	Maths	PE
11.00-11.10	Playtime	Playtime	Playtime	Playtime	Playtime
11.10-11.50	English	English	English	English	Maths
11.50-12.00	Walk to Snodland	Walk to Snodland	Walk to Snodland	Walk to Snodland	Walk to Snodland
12.00-12.20	Lunch time	Lunch time	Lunch time	Lunch time	Lunch time
12.20-12.55	Play time	Play time	Play time	Play time	Play time
12.55-1.10	Walk to St Kath's Register	Walk to St Kath's Register & lunches	Walk to St Kath's Register & lunches	Walk to St Kath's Register & lunches	Walk to St Kath's Register & lunches
1.10-1.30	PP time- reading	PP time- careers	PP time- handwriting	PP time- ICT- touch typing	PP time- reading
1.30-2.15	Topic	Science	PSHE/ RE	ICT	Photo diaries
2.15-2.25	2-3 swim	Movement break	Movement break	ICT	Movement break
2.25-3.00		Listen & do task	Art/DT		Reward time
3.00-3.10	Daily reflection- contact books	Daily reflection- contact books	Daily reflection- contact books	Daily reflection- contact books	Daily reflection- contact books
3.10-3.15	Tidy up	Tidy up	Tidy up	Tidy up	Tidy up
3.15	Home	Home	Home	Home	Home

Appendix 3a – example BSquared assessment Early Steps Framework > Communication and Language

Individual Assessment

Five Acre Wood School

3 Nov 2023 - [REDACTED] - Communication & Language, Communication & Language - Level: 8 (2½–3 years) / Start Date: 17 Jan 2022 / Progress: 42%

Listening & Attention

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> A Accepts suggestions from peers <input checked="" type="checkbox"/> E Answers a simple question about the story giving a single word answer <input checked="" type="checkbox"/> E Asks a question about a narrative <input checked="" type="checkbox"/> M Completes a familiar phrase when a member of staff communicates part of it <input checked="" type="checkbox"/> M Completes simple actions that have been requested, e.g. stand up <input checked="" type="checkbox"/> M Copies a new word or short phrase they enjoyed hearing, e.g. containing alliteration <input checked="" type="checkbox"/> M Demonstrates pleasure in finding objects in picture books which relate to questions <input checked="" type="checkbox"/> M Follows a short verbal account of texts/symbols/pictures <input checked="" type="checkbox"/> M Follows instructions containing an adjective, e.g. give the big box to Tom <input checked="" type="checkbox"/> M Follows two-step instructions, e.g. get your cup, and bring it here <input checked="" type="checkbox"/> P Listens for the answers to questions | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I Listens in staff-led discussion <input checked="" type="checkbox"/> M Listens to a member of staff who is offering a choice <input checked="" type="checkbox"/> M Listens to short narratives which are of interest to them <input checked="" type="checkbox"/> M Listens to talk with interest but becomes easily distracted <input checked="" type="checkbox"/> M Makes it clear they agree with a suggestion <input checked="" type="checkbox"/> M Makes it clear they do not agree with a suggestion <input checked="" type="checkbox"/> M Makes it clear they need more information or clarification <input checked="" type="checkbox"/> P Makes predictions in familiar narratives <input checked="" type="checkbox"/> E Picks out key events in a narrative <input checked="" type="checkbox"/> M Picks out key people in a narrative <input checked="" type="checkbox"/> I Picks out symbols/pictures that relate to a narrative they have heard <input checked="" type="checkbox"/> E Puts pictures/symbols of a narrative in order | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> M Recognises when something is wrong (calling a dog a cat) <input checked="" type="checkbox"/> M Remains quiet whilst a member of staff gives instruction <input checked="" type="checkbox"/> P Repeats short, simple, and repetitive rhymes <input checked="" type="checkbox"/> G Responds to familiar people in one-to-one discussions about a range of familiar contexts <input checked="" type="checkbox"/> M Responds with their own name in response to "Who wants...?" <input checked="" type="checkbox"/> P Shows interest in a narrative/story by asking for it again or continuing a conversation about it <input checked="" type="checkbox"/> M Smiles or laughs in response to something funny <input checked="" type="checkbox"/> P Understands a simple story when it is supported with pictures <input checked="" type="checkbox"/> P Understands concepts of over, under, in and on <input type="checkbox"/> Uses symbols/pictures to retell a narrative <input checked="" type="checkbox"/> E Babies, toddlers and young children will be learning to listen to simple stories and understand what is happening, with the help of the pictures. [DM 2021] |
|---|---|--|

Speaking

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> E Asks questions, raising intonation at the end of the sentence or phrase <input checked="" type="checkbox"/> P Communicates a second word, sign, or symbol to define a concept, e.g. "MORE drink", "Coat ON", etc. <input checked="" type="checkbox"/> M Communicates about their needs, e.g. hunger, thirst, toilet, etc. <input type="checkbox"/> Communicates basic expectations to their friends, e.g. 'You should share your toy with me' <input checked="" type="checkbox"/> R Communicates clearly 80% of the time <input checked="" type="checkbox"/> M Communicates possession through the use of the terms 'yours' and 'mine' <input checked="" type="checkbox"/> I Communicates two words, signs, or symbols together <input checked="" type="checkbox"/> I Communicates using descriptive language, e.g. I want the big box <input type="checkbox"/> Communicates using positional language, e.g. the ball is in the box <input type="checkbox"/> Communicates using temporal language, e.g. I play later? | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> M Communicates 'Yes' and 'No' using words, signs, or symbols to indicate their needs or preferences <input checked="" type="checkbox"/> P Copies new words, repeating them over and over <input type="checkbox"/> Describes an object they have in their hand, giving more than one property <input type="checkbox"/> Expresses phrases starting with "I am going to..." <input type="checkbox"/> Expresses phrases with three key words <input checked="" type="checkbox"/> R Expresses simple opinions, e.g. too hot, or too loud, etc. <input type="checkbox"/> Expresses simple prepositions correctly <input checked="" type="checkbox"/> R Includes intonation, pitch and changing volume when 'talking' <input checked="" type="checkbox"/> I Indicates needs with words, signs, or symbols like 'more' and 'again' <input checked="" type="checkbox"/> M Interacts using simple pronouns, e.g. "Me", "You", "Him" and "Her" | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> M Requests information about a new activity/object/event <input checked="" type="checkbox"/> E Responds to something new with questions <input checked="" type="checkbox"/> M Shows enjoyment in saying a new word <input checked="" type="checkbox"/> P Takes part in a simple staff-led discussion in which they can express their views <input checked="" type="checkbox"/> M Uses facial expression to enhance meaning <input checked="" type="checkbox"/> M Uses facial expression when speaking <p>is still learning to pronounce: [DM 2021]</p> <ul style="list-style-type: none"> <input type="checkbox"/> -l/r/w/y <input type="checkbox"/> -f/th <input type="checkbox"/> -s/ah/ch/dz/j <input type="checkbox"/> -multi-syllabic words such as 'banana' and 'computer' <input type="checkbox"/> Babies, toddlers and young children will be learning to use the speech sounds: p, b, m, w. [DM 2021] |
|---|--|--|

Appendix 3b – example BSquared assessment

Engagement Steps Framework > Self and Emotions > Awareness

Individual Assessment

Five Acre Wood School

3 Nov 2023 - [REDACTED] - Self and Emotions, Awareness - Engagement Step 3 / Start Date: 1 Sep 2010 / Progress: 29%

Awareness		
<input checked="" type="checkbox"/> G Smiles with enjoyment when helped to bounce	<input type="checkbox"/> Demonstrates contentment through expressions and body language when people/actions please them	<input type="checkbox"/> Demonstrates sadness through expressions and body language when actions upset them
<input checked="" type="checkbox"/> M Smiles with enjoyment when eating a preferred food	<input type="checkbox"/> Demonstrates sadness through expressions and body language when people upset them	<input type="checkbox"/> Reacts negatively when intense movements stop, e.g. cries when rocking is stopped
<input checked="" type="checkbox"/> G Smiles with enjoyment when helped to stand	<input type="checkbox"/> Demonstrates surprise through expressions and body language when noises shock them	<input checked="" type="checkbox"/> M Reacts excitedly to a change of environment when provided with familiar experiences
<input checked="" type="checkbox"/> M Smiles at a familiar person when engaging in an activity	<input type="checkbox"/> Demonstrates excitement through expressions and body language when people/actions meet their expectations	<input type="checkbox"/> Reacts excitedly to a change of environment when provided with new experiences
<input checked="" type="checkbox"/> M Smiles or laughs at familiar individuals intentionally whilst playing	<input type="checkbox"/> Demonstrates surprise through expressions and body language when actions shock them	<input checked="" type="checkbox"/> G Reacts excitedly to a familiar voice when a member of staff initiates interaction
<input type="checkbox"/> Demonstrates anger through expressions and body language when people/actions frustrate them	<input type="checkbox"/> Demonstrates surprise through expressions and body language when actions shock them	<input checked="" type="checkbox"/> M Reacts excitedly to an activity when provided with new experiences
<input type="checkbox"/> Demonstrates contentment through expressions and body language when people meet their expectations	<input checked="" type="checkbox"/> M Demonstrates contentment through expressions and body language when textures please them	<input type="checkbox"/> Reacts excitedly to intense movements when being swung or rocked
	<input type="checkbox"/> Demonstrates general happiness through consistent responses when presented with familiar experiences	

Appendix 3c – example BSquared assessment

Steps 4 Life > Mathematics > Using Number & the Number System

Individual Assessment

Five Acre Wood School

3 Nov 2023 - ████████ - Mathematics, Using Numbers & the Number System - Entry 2 / Start Date: 4 Sep 2017 / Progress: 20%

Whole Numbers

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Counts to 50 <input checked="" type="checkbox"/> Counts to and across 100 forwards, from any given number <input checked="" type="checkbox"/> Counts to and across 100 backwards from any given number <input checked="" type="checkbox"/> Counts reliably up to 100 items <input checked="" type="checkbox"/> Counts beyond 100 <input checked="" type="checkbox"/> Counts in 10s from any number forwards and backwards <input checked="" type="checkbox"/> Counts in steps of 2 from 0, forwards and backwards <input checked="" type="checkbox"/> Counts in steps of 5 from 0, forwards and backwards <input checked="" type="checkbox"/> Writes numbers to 100 in numerals and words <input checked="" type="checkbox"/> Writes numbers to 200 in numerals and words <input checked="" type="checkbox"/> Reads numbers to at least 100 in numerals and in words <input checked="" type="checkbox"/> Reads numbers to 200 in numerals and in words <input checked="" type="checkbox"/> Compares and orders numbers from 0 up to 100 <input checked="" type="checkbox"/> Reads, writes, orders and compares numbers up to 200 <input checked="" type="checkbox"/> Recognises the place value of each digit in a three-digit number | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sorts numerals into odd and even numbers <input type="checkbox"/> Recognises and sequences odd and even numbers up to 100 <p>Compares numbers using the signs:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> -less than (<) <input checked="" type="checkbox"/> -more than (>) <input checked="" type="checkbox"/> -equal to (=) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Undertakes the correct calculation when reading mathematical signs, e.g. divides/shares when the sum includes + <input checked="" type="checkbox"/> Recognises and interprets the symbols +, ×, ÷, and = appropriately <input checked="" type="checkbox"/> Solves simple problems involving addition and subtraction of money of the same unit, e.g. 48p + 35p <input checked="" type="checkbox"/> Demonstrates knowledge of zero as a place holder, e.g. 40 = 4 tens 0 ones <input checked="" type="checkbox"/> Shows that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot <input checked="" type="checkbox"/> Adds and subtracts two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5, 46 + 20; 16 – 5, 88 – 30) (PKSS) <input checked="" type="checkbox"/> Records addition and subtraction in columns <input checked="" type="checkbox"/> Solves problems using mental methods | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adds and subtracts two-digit numbers <input checked="" type="checkbox"/> Solves problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts <input checked="" type="checkbox"/> Understands multiplication as repeated addition <input checked="" type="checkbox"/> Recognises that multiplication can be done in any order <input checked="" type="checkbox"/> Multiplies whole numbers in the range 0 × 0 to 12 × 12 (times tables) <input checked="" type="checkbox"/> Solves problems using multiplication and division facts <input checked="" type="checkbox"/> Knows the number of hours in a day and weeks in a year, and can sequence <input type="checkbox"/> Names an amount left over after division as a remainder <input type="checkbox"/> Recognises division cannot be done in any order <input type="checkbox"/> Divides two-digit whole numbers by single-digit whole numbers and expresses remainders <input type="checkbox"/> Calculates division statements within the multiplication tables <input type="checkbox"/> Rounds two-digit numerals to nearest 10 <input type="checkbox"/> Approximates by rounding to the nearest 10, and uses this rounded answer to check results |
|---|--|---|

Fractions, Decimals, Percentages

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Recognises, finds, and names a quarter as 1 of 4 equal parts of an object, shape, or quantity <input type="checkbox"/> Writes simple fractions, for example 1/2 of 6 = 3 and recognises the equivalence of 2/4 and 1/2 <input checked="" type="checkbox"/> Finds a half and a quarter of a shape <input type="checkbox"/> Finds a half and a quarter of a set of objects | <ul style="list-style-type: none"> <input type="checkbox"/> Identifies 1/3, 1/4, 1/2, 2/4, 3/4 and demonstrates that all parts must be equal parts of the whole (PKSS) <input checked="" type="checkbox"/> Divides foods into portions, e.g. halves or quarters <input type="checkbox"/> Recognises simple fractions (halves, quarters and tenths) of whole numbers and shapes | <ul style="list-style-type: none"> <input type="checkbox"/> Recognises that the decimal point separates £ and pence, or m and cm <input type="checkbox"/> Explains the link between a digit, its place and its value for numbers to one decimal place <input type="checkbox"/> Reads a fridge thermometer (to one decimal place) <input type="checkbox"/> Reads, writes and uses decimals to one decimal place |
|---|---|--|

Solving Mathematical Problems & Decision Making

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Uses given mathematical information including numbers, symbols, simple diagrams and charts appropriate to Entry Level 2 <input type="checkbox"/> Recognises, understands and uses simple mathematical terms appropriate to Entry Level 2 | <ul style="list-style-type: none"> <input type="checkbox"/> Uses the methods given at Entry Level 2 to produce, check and present results that make sense <input type="checkbox"/> Presents appropriate explanations using numbers, measures, simple diagrams, simple charts and symbols appropriate to Entry Level 2 |
|--|---|

Appendix 4a – example Provision Plan

Created: Fri 3 November 2023

Provision Plan 2022 - 2023		
Items	Personal Progress Achievement Continuum	Evidence Count
Provision will be made through the personalised curriculum at Five Acre Wood School by the school teams.		
Communication and Interaction		3
Outcome: By the start of February 2024, I will be using a variety of word combinations (including people's name and verbs) in order to verbally communicate my needs and desires.		3
Intervention: colourful semantics - use of 3 and 4 part sentence strips (with people's names/pictures). Model the appropriate use of language and sentence structure.		3
Target: I can use colourful semantics (3-4 part sentence strip, e.g. "Jo, I want red crisps.") to communicate my needs and desires during structured and pupil-led activities, twice each day, 4/5 days across the school week. <i>Sasha is becoming proficient in using colourful semantics in order to communicate her needs and desires. With support she is able to create a 3-4 part sentence and presented to a familiar adult.</i>	4	3
Cognition and Learning		6
Outcome Literacy: By the start of February 2024, I will be able to apply my reading and writing skills to different contexts so that I can access new opportunities in play and functional life skills.		6
Intervention: TEACCH model of teaching and learning to be used through out Sasha's school day.		6
Target: I can create and write/over-write a caption for a picture using symbols and letter shapes, mediated by an adult (colourful semantic, 3 -4 part sentence strip), 3/5 days across school week. <i>Sasha is becoming very familiar in using colourful semantics in order to create a caption to a picture. She is proficient in using symbols to create 3-4 part sentence strip and then copy write the sentence.</i>	5	6
Outcome Numeracy: By the start of February 2024, I will be able to use key numeracy resources for their intended purpose during 1:1 and group tasks so that I can develop my skills in the areas of number and shape, space and measure.		
Intervention: TEACCH model of teaching and learning to be used through out Sasha's school day.		
Target: I can use key numeracy resources for their intended purpose during 1:1 and group tasks so that I can develop my skills in the areas of number and shape, space and measurement, 3/5 days across school week. <i>Sasha is keen on using mathematical resources when working with numbers, place value, measure and shape. She is requiring support when working with concrete objects as Sasha loves to explore and play with them, instead of using them for intended purpose.</i>	5	

Appendix 4b – example assessment using Evidence for Learning

Evidence Status: Published

Learner: [REDACTED]

Date: Mon 15th May 2023

Photo(s) / Video(s)



Aa Comments: During snack time, [REDACTED] was able to request a snack by selecting which snack she wanted using her visuals. She then added this to her colourful semantic sentence strip and verbally requested the snack by saying '[REDACTED] wants breadsticks please'. Once given [REDACTED] then said 'thank you' without any prompting from an adult.

Frameworks:

[REDACTED] Provision Plan 2022 – 2023

> Communication and Interaction > Outcome: By the start of February 2024, I will be using a variety of word combinations (including people's name and verbs) in order to verbally communicate my needs and desires. > Intervention: colourful semantics – use of 3 and 4 part sentence strips (with people's names/pictures). Model the appropriate use of language and sentence structure.

>> Target: I can use colourful semantics (3–4 part sentence strip, e.g. "Jo, I want red crisps.") to communicate my needs and desires during structured and pupil-led activities, twice each day, 4/5 days across the school week.

1 SCERTS

> Language Partner > Organisation > Using task materials productively in activities

>> SU3.2/3 Uses a variety of familiar objects conventionally

>> SU3.4 Combines a variety of actions with objects in play (e.g. sequencing steps of task; scissors then glue

> Language Partner > Organisation > Independently collecting materials to use in a task or activity

>> JA4.1 Requests objects (e.g. I need; #8230;.)

>> SU2.1 Follows situational and gestural cues in familiar and unfamiliar activities to collect materials needed for activities

> Language Partner > Spontaneous Communication > Spontaneous, creative expressive communication (modality: the how of communication)

>> SU5.1 Coordinates sounds/words with gaze and gestures

>> SU5.6 Uses a variety of word combinations (including people's names + verbs)

> Language Partner > Social Connectedness > Collaborating effectively through reciprocity and taking turns

>> JA7.1 Uses appropriate rate of communication for context

>> JA8.2 Shows reciprocity in speaker and listener roles to share experiences

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