



**FIVE ACRE WOOD SCHOOL**

Growing and Learning Together



# Curriculum Handbook Key stages 1-4

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# 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><b>Independent Thinking &amp; Learning</b></p> <p>Have secured independent thinking and learning skills that can be transferred to adult life (and possibly employment)</p>	 <p><b>Communication</b></p> <p>Be able to communicate with a wide range of people</p>	 <p><b>Control &amp; Influence</b></p> <p>Have increasing control and influence over their own lives</p>	 <p><b>Enjoy Learning</b></p> <p>Enjoy learning in the school environment and beyond</p>	 <p><b>Key Skills</b></p> <p>Have reached appropriate levels of functioning in their key skills</p>
 <p><b>Qualifications</b></p> <p>Have college standards/ SSPI requirements/ a range of nationally recognised qualifications</p>	 <p><b>Confidence</b></p> <p>Feel confident and self assured</p>	 <p><b>Creative &amp; Adaptable</b></p> <p>Be creative and able to manage change</p>	 <p><b>Relationships</b></p> <p>Be able to forge positive relationships with other young people and adults</p>	 <p><b>Healthy</b></p> <p>Be aware of the importance of a healthy lifestyle and choice, and their own medical needs</p>
 <p><b>Values</b></p> <p>Support the values of the school and the wider community</p>	 <p><b>Respect</b></p> <p>Respect other cultures, religions and genders</p>	 <p><b>Proud</b></p> <p>Be proud of their achievements</p>	 <p><b>Manage Transition</b></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><b>Multi-Agency Approach</b></p> <p>Adopt a multi-agency approach to learning and value the contribution of all partners</p>	 <p><b>High Quality</b></p> <p>Focus on high quality learning and teaching</p>	 <p><b>High Expectations &amp; Belief</b></p> <p>Have high expectations and a positive belief that all things are possible</p>	 <p><b>Learning Environments</b></p> <p>Create engaging, challenging, motivating, rewarding and fun learning environments</p>	 <p><b>Personalised</b></p> <p>Focus on meeting the individual needs of pupils through a personalised approach</p>
 <p><b>Research &amp; Innovation</b></p> <p>Encourage creative thinking, research and innovation to find the best ways of helping pupils to learn</p>	 <p><b>Resources</b></p> <p>Manage resources effectively and efficiently</p>	 <p><b>Highly Skilled Staff</b></p> <p>Develop highly skilled staff with a range of expertise and experience</p>	 <p><b>Safe And Caring</b></p> <p>Provide a safe, caring and welcoming learning environment</p>	 <p><b>Enrich</b></p> <p>Enrich the curriculum through out of hours activities and residential experiences</p>
 <p><b>Relationships</b></p> <p>Develop a good working relationship with parents, carers and families</p>	 <p><b>Community Support</b></p> <p>Gain the support and involvement of the local community</p>	 <p><b>School To School Support</b></p> <p>Provide support to Schools both locally and Nationally</p>	 <p><b>Embrace Change</b></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)

### ‘Essentials For Learning And Life’ – ‘Key Skills’ And Living Skills’

It is important at this juncture to emphasise that having ‘carte blanche’ to develop our own approach to meeting the ‘needs’ of our pupils does not mean that we are simply restricted to focusing on their intellectual capacity. Sir Jim Rose lays that distinction to rest, highlighting the fact that “*learning and life skills*” need to be explicitly taught rather than implicitly acquired. This dictum was influenced by a series of preceding initiatives (such as ‘Personal Learning and Thinking Skills’, QCA, 2007) and has then been adopted by subsequent guidelines (for example QCDA, 2009) which stress the support which pupils need in order to develop the fundamental attributes and attitudes on which effective learning relies.

Parallels are evident between these concepts and Guy Claxton’s notion of ‘building learning power’ (2002). Claxton emphasised that schools need to give prominence to enhancing pupil’s capacity to learn since, in an ever changing world, it is difficult to know what specific knowledge and skills young people will need in the future. According to Claxton, educators should therefore work to instil in young people the personal qualities that are required to learn new things. In this way, ‘building learning power’ transcends the mere teaching of study skills, and moves into an arena that is governed by the teaching of ‘habits of mind’ such as ‘values’, ‘attitudes’ and ‘dispositions’ for learning. Claxton maintains that a curriculum which ‘builds learning power’











implants in pupils four important R's – 'resilience', 'resourcefulness', 'reflection' and 'relationships.' These areas also resonate with the 'Thinking Skills and Personal Capabilities' materials developed by the Northern Ireland Curriculum (webref).

In making reference to the fact that a curriculum should prepare pupils *"for the opportunities, responsibilities and experiences of later life"* (Department For Education, 2013), the current government has stamped its identity on these principles and acknowledged their significance.

By developing our unique 'key skills framework', we have distilled these influences to meet the holistic learning needs of our pupils. Our curricula draw upon, and in places explicitly emphasise, the development of these 'key skills', which aim to help our learners to develop their skills for lifelong learning and operating effectively in society. This framework is split into six essential building blocks:

- Thinking skills
- Curiosity
- Behaviour and Wellbeing
- Communication and Interaction
- Independence
- Physical Development

The key features of these strands are elaborated upon in the table overleaf.

Key Skill	Description
<p>Thinking skills</p> 	<p>The purpose of this strand is to engage learners in active learning so that they can go beyond the mere recall of factual information and the routine application of procedures. It helps learners discover how to:</p> <ul style="list-style-type: none"> <li>- Sequence, order, classify and make comparisons</li> <li>- Make predictions, examine evidence and distinguish fact from opinion</li> <li>- Make links between cause and effect</li> <li>- Justify methods, opinions and conclusions</li> <li>- Generate possible solutions, try out alternative approaches and evaluate outcomes</li> <li>- Examine options and weigh up pros and cons</li> <li>- Use different types of questions; and</li> <li>- Make connections between learning in different contexts</li> </ul>
<p>Curiosity</p> 	<p>The purpose of this strand is to encourage learners personal responses to:</p> <ul style="list-style-type: none"> <li>- Be able to seek out questions and explore problems to solve</li> <li>- Experiment with ideas and questions</li> <li>- Learn from and value other people's ideas</li> <li>- Seeing opportunities in mistakes and failure</li> <li>- Take risks for learning</li> </ul>
<p>Behaviour and Wellbeing</p> 	<p>The purpose of this strand is to help learners to become more self-directed, so that they can manage their learning in new situations and in the longer term. It focuses on learners:</p> <ul style="list-style-type: none"> <li>- Managing their behaviour in a range of situations</li> <li>- Understanding how actions and words affect others</li> <li>- Learning ways to manage their own time</li> <li>- Focusing, sustaining attention and persisting with tasks</li> <li>- Developing routines of turn taking, sharing and co-operating</li> </ul>
<p>Communication and Interaction</p> 	<p>The purpose of this strand is to help learners to develop the skills they need for communication. For our learners this includes attention and listening skills, understanding language and learning to communicate in appropriate ways.</p>
<p>Independence</p> 	<p>The purpose of this strand is to help learners to become more self-directed, and develop skills to enable them to be as independent as possible. It focuses on learners:</p> <ul style="list-style-type: none"> <li>- Making choices</li> <li>- Being aware of their personal strengths, limitations and interests</li> <li>- Organising and plan how to go about a task</li> <li>- Seeking advice when necessary</li> </ul>
<p>Physical Development</p> 	<p>'Physical development' relates to the skills needed for movement, awareness of the body, gaining a sense of space and understanding health and what the body needs. This area of learning looks at how pupils develop their ability to move their bodies, hands, feet and fingers and use their senses and movements to explore the world around them.</p>

(Compiled with reference to the 'Thinking Skills and Personal Capabilities' materials developed by the Northern Ireland Curriculum (webref).

Further information on our 'Key Skills Framework' can be found in Appendices 1a – 1f of this document.

In a similar vein, at the heart of our curriculum we also lay specific emphasis on the practical development of pupil's living skills – for some pupils, given their needs it is essential that they are offered regular opportunities to rehearse and develop those routine tasks which are essential to day-to-day living. We have therefore developed our own in-house framework, to support, where relevant, the setting of personal learning intentions for individual learners for living skills, which are based on priority need. Our framework focuses the progressive teaching of living skills, around the following five core areas - travel training and general mobility; personal care; dressing & clothes; shopping; community awareness and survival cooking / eating.

### **‘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.

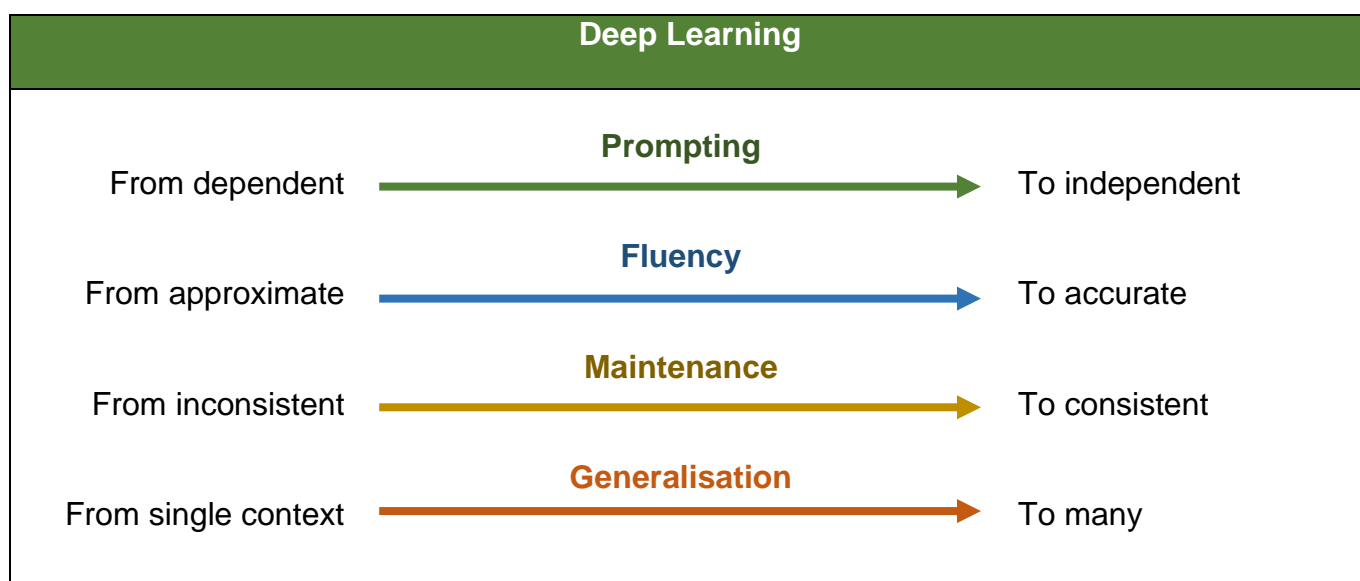
This flexible approach, where skills ‘drive’ the curriculum using a combination of ‘vehicles’, ensures that personalised learning is fashioned in the fullest and most rounded of senses: pupils have extensive scope to build their skill, knowledge and understanding ‘base’, establish connections and apply 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		
<b>Early Years or Early Learning</b>		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.
<b>Sensory</b>		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.
<b>Practical</b>		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.
<b>Structured</b>		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.
<b>Formal Primary</b>		For pupils who are working below age-appropriate expectations but are able to access parts of the National Curriculum.
<b>Secondary Snodland</b>		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.
<b>Functional</b>		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.

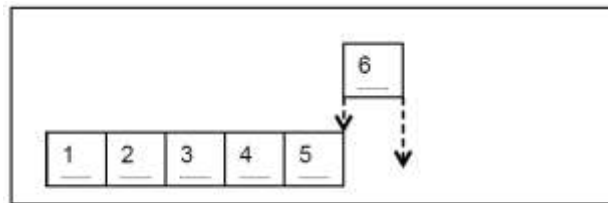
At Five Acre Wood School we recognise that children with special educational needs do not necessarily follow a typical developmental trajectory. This is particularly the case for pupils with autism. Therefore, the curriculum needs to provide a framework which can support learning for those that learn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

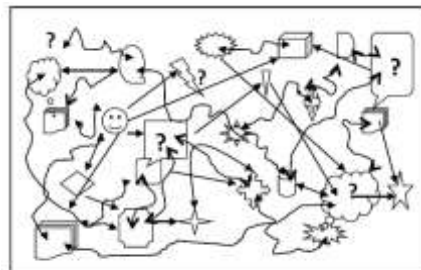
**Process Based Teaching and Learning**

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

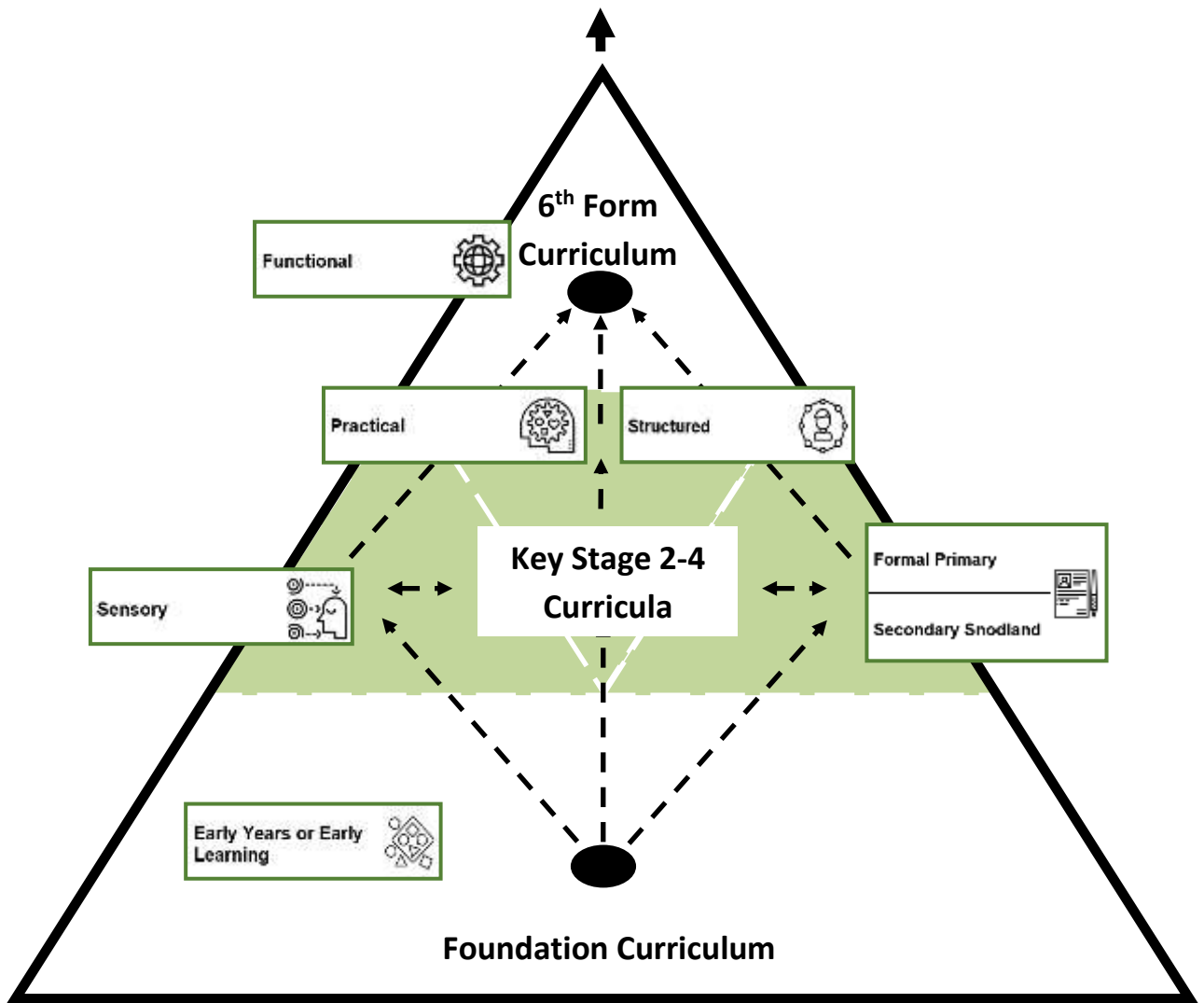
In order to provide pupils across Five Acre Wood with experiences that are relevant, interesting and challenging, and to identify opportunities for progression, the majority of learners follow an EYFS style curriculum until the end of KS1 (with the exception of sensory pupils who embark upon the 'sensory' 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 6<sup>th</sup> 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 6<sup>th</sup> 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 <i>(*Sensory learning approach pupils embark upon the sensory curriculum from the start of KS1)</i>								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
<p><b>Characteristics of effective learning:</b></p> <ul style="list-style-type: none"> <li>Playing and Exploring</li> <li><b>Active Learning</b></li> <li>Creating and thinking critically</li> </ul> <p><b>Development Matters – Early Steps</b></p> <ul style="list-style-type: none"> <li>Communication and Language</li> <li>Personal, Social and Emotional Development</li> <li>Understanding the World</li> <li>Physical Development</li> <li>Expressive Arts and Design</li> <li>Literacy</li> <li>Mathematics</li> </ul>	<p><b>Met through</b></p> <ul style="list-style-type: none"> <li>Open-ended activities</li> <li>Pupil-led learning</li> <li>outdoor learning</li> <li>forest school</li> <li>curiosity programme</li> <li>therapeutic interventions</li> <li>hygge</li> </ul>	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							
		My Communication		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	
		My Thinking		Functional Literacy And Numeracy Skills	- Literacy - Numeracy	Numeracy, Thinking Skills And Problem Solving	- Maths	Mathematics	Mathematics	Options	- AQA Unit Scheme; D Of E
		Me And My Community		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
		My Body			- 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
								ICT	Education for the connected world. Real World Technology Creative Technology		
	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 <sup>™</sup>
- 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
<u>Early Learning Curriculum Key Values:</u>						
<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>						
<b>Topics</b>						
<b>Year One: 2023-2024</b>	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
<b>Year Two: 2024-2025</b>	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
<b>Books Related to Topic</b>						



<p><b>Books (linked to theme)</b></p> <p><b>Year 1 Academic Year 2023-2024</b></p>	<p><b>Linked to pupils interests</b></p> <p>The very helpful hedgehog That's not my hedgehog Autumn song sack</p>	<p><b>Pumpkin Soup</b> Fox in the dark Room on the broom Meg and Mog <b>Jolly Christmas</b> <b>Postman</b> <b>Father Christmas needs a wee</b> <b>The mouse that cancelled Christmas</b></p>	<p><b>Tyrannosaurus Drip</b> Stomp, Roar 10 little dinosaurs Non-fiction books 'Bumpus Jumpus Dinosaurumpus' Harry and the Dinosaurs The Dance of the Dinosaurs Dinosaur Roar</p>	<p><b>What the ladybird Heard</b> 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><b>Books (linked to theme)</b></p> <p><b>Year 2 Academic Year 2024-2025</b></p>	<p><b>Linked to pupils interests</b></p> <p>Tree: Seasons come, seasons go Percy the Park Keeper <b>Autumn song sack</b></p>	<p><b>The stick man</b> The witch and the warthog Whoosh went the witch <b>Santa Loves Underpants</b> Dear Santa Sproutzilla Mogs Christmas Calamity <b>The Magic Christmas Sleigh</b></p>	<p><b>Whatever Next</b> 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><b>A squash and a squeeze</b> Winnie the pooh: Pooh's secret garden Peter Rabbit Super worm Hungry Caterpillar</p>	<p><b>Shark in the park</b> 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><b><u>Continuous Provision</u></b></p> <p><b>Morning focus:</b> Pupil specific targets, Invitation to Play, Curiosity</p> <p><b>Afternoon:</b> Topic enrichment</p>	<p><b><u>EHCP Prime Areas:</u></b> Communication &amp; Interaction; Cognition &amp; Learning; Social, Emotional and Mental Health; Physical &amp; Sensory; Independence/Preparing for Adulthood</p> <p>Self-awareness ; Weather ; Sense ; Healthy Living ; Seasons ; Peer Relationships</p> <p><b><u>RSE:</u></b> Families and people who care for me ; Caring friendships ; Respectful relationships ; Being safe ; Mental wellbeing; Internet safety &amp; harms; Physical health and fitness ; Health and prevention</p>					
<p><b><u>Pupil Engagement</u></b></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;"><b><u>The Curiosity Approach</u></b></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;"><b><u>Hygge</u></b></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;"><b><u>Forest School/Saplings</u></b></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><b>Communication and Interaction</b></p> <p>Functional skills and Communication in mornings Informed by EHCP targets, SaLT, SCERTS</p>	<p style="text-align: center;"><b><u>Speaking &amp; Listening</u></b></p> <p>1. <b>Attention and Listening Skills</b> (Use of visual, tactile, verbal prompts, use of total communication, accompanied by signs etc.)</p> <p style="text-align: center;"><b><u>2. Play and Interaction</u></b></p> <p>3. <b>Communicating and Interacting</b> (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)</p> <p>4. <b>Understanding Language</b> (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)</p> <p>5. <b>Using Language</b> (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, )</p> <p>6. <b>Speech</b>- articulation- this should be done with advise from SALT)</p> <p>7. <b>Language for Thinking</b> – 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><b>Language and Literacy</b></p>	<p style="text-align: center;"><b>ASPECTS, LANGUAGE AND LITERACY</b></p> <p style="text-align: center;"><b><u>Reading</u></b></p> <p>1. <b>Reading behaviour</b>– is about children understanding and enjoying stories, books and rhymes,</p> <p>2. <b>Pre Reading</b>- 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>



	<p>3. <b>Pictures and Symbols</b> - 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. <b>Linking Sounds and Letters</b> – 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. <b>Reading Words and Phrases</b>- 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;"><b>Writing</b></p> <p>1. <b>Muscle strength and Fine motor</b>- Fine motor skills developed, Hand eye co-ordination developed, Satisfactory sight (if VI, specialist advice followed),</p> <p>2. <b>Mark Making and Writing</b>– 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. <b>Handwriting</b>– is about the ways in which children's random marks, lines and drawings develop and form the basis of recognisable letters.</p> <p>4. <b>For further skills see National Curriculum.</b></p>
<b>Early Numeracy</b>	<p style="text-align: center;">Functional skills in mornings Topic related consolidation in afternoons</p>

## ‘The Sensory Curriculum’

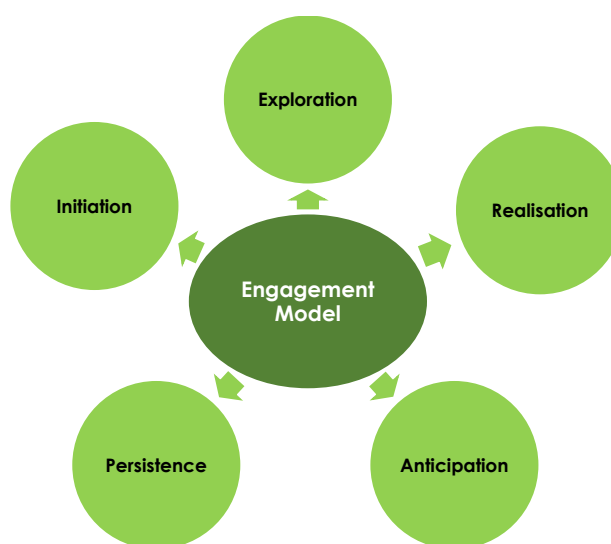
The sensory curriculum is a process driven curriculum where outcomes are flexible in order to facilitate pupil success. We recognise that our students will take an extended time to learn new and meaningful skills, therefore the process of learning must be constructed carefully. Our curriculum must include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

- differentiate the presentation and pace of the curriculum to match pupils’ medical, communication, sensory and physical challenges e.g. cortical visual impairment, MSI, VI, HI, Cerebral Palsy and more
- develop pupils’ independent communication skills
- 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, as represented below.

This developmental 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 2) 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.

### My Communication

This area recognises the basic human desire to be understood, to understand and to be self-directing. 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. 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. 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.

### **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.

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.

## **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. 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

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).

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.

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.

### Timetabling The Sensory Curriculum

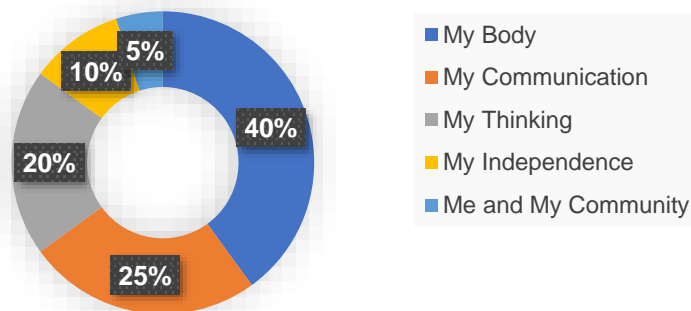
In line with the student's development, different time allocations are given to these areas. These may vary according to individual need and the particular 'weightings' which a pupil may require. The diagrams overleaf are a pictorial and numerical illustration of the balance between these key areas. The commentary explores the dimensional inter-play within each learning approach.



### 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

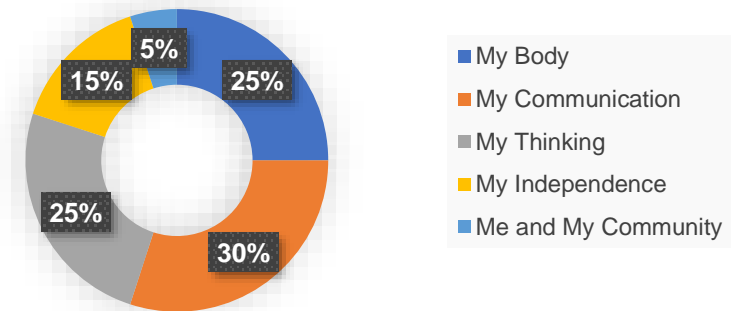


This pupil is a reflexive communicator. Their dominant sensory systems are the conduit for input from outside. Their responses are treated as communicative intentions and congruent action repeated to develop meaning to their motor movement. This interaction between communication and body sensation is 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 H

*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

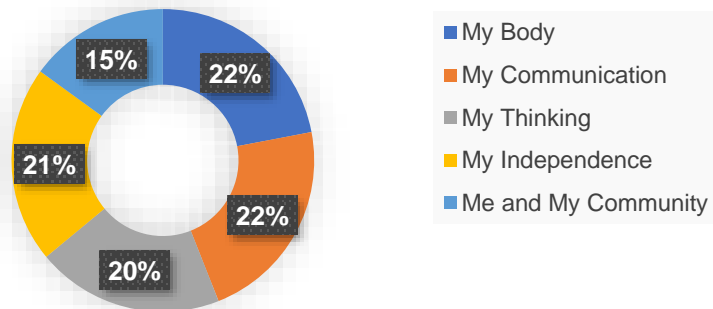


At this stage the student is actively learning through their body and exploring and finding what they can do. They may begin to show some imitational communication. The student is aware of themselves as a communicator and may show some imitational communication and ability to have an exchange with another. 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 if*

### 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.







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. 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 into Pre Key-Stage Standards 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.

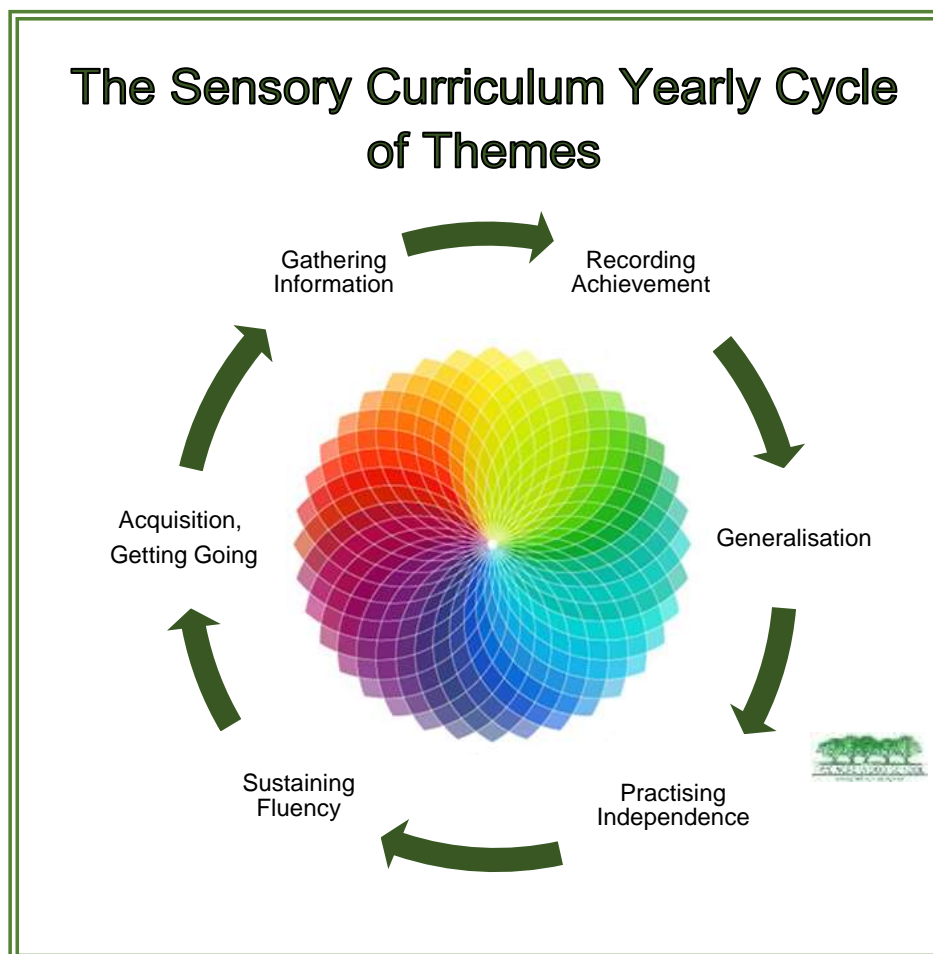
Each of the teachers delivering the sensory curriculum take responsibility for the development of the students':

- 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.

## 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 d



## 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><b>Communication and interaction,</b>  <b>Cognition and learning</b>  <b>Social, Emotional and Mental Health</b>  <b>Physical and Sensory</b>  <b>My Independence</b></p>						
<i>Five pillars of learning</i>	<p><b>My thinking (Numeracy, ICT -switches)</b>  <b>My communication (Communication passport)</b>  <b>My independence</b>  <b>Me &amp; My community</b>  <b>My body / Move</b></p>						
<i>Individualised learning</i>	<p><b>My Engagement profiles</b>            (Exploring, Realisation, Anticipation, Persistence, Initiation),  <b>Communication passport</b> - Linked to the communication hierarchy levels of pre-symbolic and symbolic communication  <b>Engagement pathway</b> - pupil s 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.  <b>Asdan/ Life skills</b> - development around pupil’s personal progress and social skills (Key stage 3 &amp; 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><b>Communication and interaction</b>  <b>Functional movement / Sensory and Physical/ Making connections</b>  <b>Sensory (Scent of the day)</b>  <b>Cognition and learning</b>  <b>Social and Emotional and Mental Health (Self and Emotions)</b></p>					
	<p><b>Independence - Life skills (Preparing for adult hood)</b>  <b>Shopping, travelling, cooking, self-help skills, Physio programmes (Dressing, personal hygiene, toileting, feeding, self-regulating, transitioning)</b></p>					
<i>SCERTS</i>	Focuses on building competence in Social Communication, Emotional Regulation and Transactional Support					
	<p><b>Autumn Term 1 - Gather in Term 2 - Acquisition, getting going</b></p>	<p><b>Spring Term 3 – Sustaining and developing fluency Term 4 -Practicing independence</b></p>	<p><b>Summer Term 5 – Generalisation and refinement Term 6 – Recording achievements</b></p>	<p><b>Autumn Term 1 - Gather in Term 2 - Acquisition, getting going</b></p>	<p><b>Spring Term 3 – Sustaining and developing fluency Term 4 - Practicing independence</b></p>	<p><b>Summer Term 5 – Generalisation and refinement Term 6 – Recording achievements</b></p>
<p><b>Over Arching Topic</b>          These will be adapted to the needs and abilities of our pupils</p>	<p><b>My Self / My community</b>          Term 1 – All about me (Interesting Facts about Me, things I like, my family)           Term 2 – Celebrations – Colours (Out in the community)</p>	<p><b>The world around me</b>          Term 3 – Transport (Out in the community)           Term 4- New beginnings (Easter, growing plants/ baby animals)</p>	<p><b>The Wider World</b>          Term 5 – Our local community           Term 6 – Seaside / under the sea</p>	<p><b>My Self / My community</b>          Term 1 – Ourselves – How I am changing (Growing)           Term 2 – Celebrations – Colours (Out in the community)</p>	<p><b>The world around me</b>          Term 3 – Winter wonderland           Term 4 – Farming world -Mini beasts and habitats</p>	<p><b>The Wider World</b>          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><b>Term 1:</b></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><b>Term 3:</b></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 14<sup>th</sup> February Mother’s Day 10<sup>th</sup> March 2024</p>	<p><b>Term 5:</b></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 &amp; Shops</p>	<p><b>Term 1:</b></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><b>Term 3:</b></p> <p>Snow ice icicles frost Coldness and warmth Cold earth bare trees, Colours white and grey Eucalyptus</p> <p>Valentines’ day 14<sup>th</sup> February Mother’s Day 10<sup>th</sup> March 2024</p>	<p><b>Term 5:</b></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 <sup>th</sup> 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	<b>Term 2:</b>  Chill and coldness in the air Shortening of the day fog and mist Christmas carols and seasonal songs	<b>Term 4:</b>  Colours yellow white and blue Rainy days and puddles Windy days compost mud and stones	<b>Term 6:</b>  Seasonal influences and concepts of time and change, brightness, heat and sunlight, dappled shade, water warmed by	<b>Term 2:</b>  Chill and coldness in the air Shortening of the day fog and mist Christmas carols and seasonal songs	<b>Term 4:</b>  Colours yellow white and blue Rainy days and puddles Windy days compost mud and stones	<b>Term 6:</b>  Seasonal influences and concepts of time and change, brightness, heat and sunlight, dappled shade, water warmed by

<p>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>Presents given and received colours red, green gold silver purple Christmas trees and decorations Christmas lights appear smells cinnamon nutmeg and gloves</p> <p>Fireworks, sparkle light in the sky- 5<sup>th</sup> November 2023 Diwali 13<sup>th</sup> November 2023 Safety Colours</p>	<p>Seeds can be investigated shoots and buds begin to appear – Willow, 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>sun, warm earth and sand , flowers in full bloom herbs 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>Presents given and received colours red, green, gold silver purple Christmas trees and decorations Christmas lights appear smells cinnamon nutmeg and gloves</p> <p>Fireworks, sparkle light in the sky- 5<sup>th</sup> November 2023 Diwali 13<sup>th</sup> November 2023 Safety</p>	<p>Seeds can be investigated shoots and buds begin to appear – Willow, 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 &amp; 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>sun , warm earth and sand , flowers in full bloom herbs 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> Fireworks / fire safety Christmas</p>	<p><u>RSE/SMSC</u> Weather- clothes to wear Mother’s Day</p>	<p><u>RSE/SMSC</u> Woodstock Transition</p>	<p><u>RSE/SMSC</u> Fireworks / fire safety Christmas</p>	<p><u>RSE/SMSC</u> Easter Caring for living things.</p>	<p><u>RSE/SMSC</u> Father’s Day Transition Woodstock</p>

	<p>Nativity Light Being safe Knowing people who are safe Sensory assembly key stage 1 &amp; 2</p>	<p>Easter activities, eggs rabbits and lambs Sensory assembly key stage 1 &amp; 2</p>	<p>Transition pack (communication passport) Father's Day 16th June 2024 Sensory assembly key stage 1 &amp; 2</p>	<p>Nativity Light Being safe Knowing people who are safe Sensory assembly key stage 1 &amp; 2</p>	<p>Mother's Day Easter activities, eggs rabbits and lambs Sensory assembly key stage 1 &amp; 2</p>	<p>Transition pack (communication passport) Sensory assembly key stage 1 &amp; 2</p>
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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 align="center"><b>My body</b></p> <p align="center">Including individual Physio programmes and physical self-regulation techniques</p>	
<p align="center"><b>Physical Development (PD)</b></p>	<p align="center">Ongoing interventions that are selected to meet the needs of both individuals &amp; groups within class. This will be dependent on child’s ability and physical ability.</p> <p align="center">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 align="center"><b>Sensory Development &amp; Fine/ Gross Motor Planning</b></p>	<p align="center">Fundamental Movement (Agility, Balance, Co-ordination) Core skills (run, jump, throw, catch, strike, skip) through a multi-skills approach</p>
<p align="center"><b>Social emotional and well being</b></p> <p align="center">Access to self-regulation strategies</p> <p align="center">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><b>Rationale-</b></p> <p>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>	

## ***'The Practical Curriculum'***

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

The Key Stage 2 (KS2) Practical 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.

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 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.

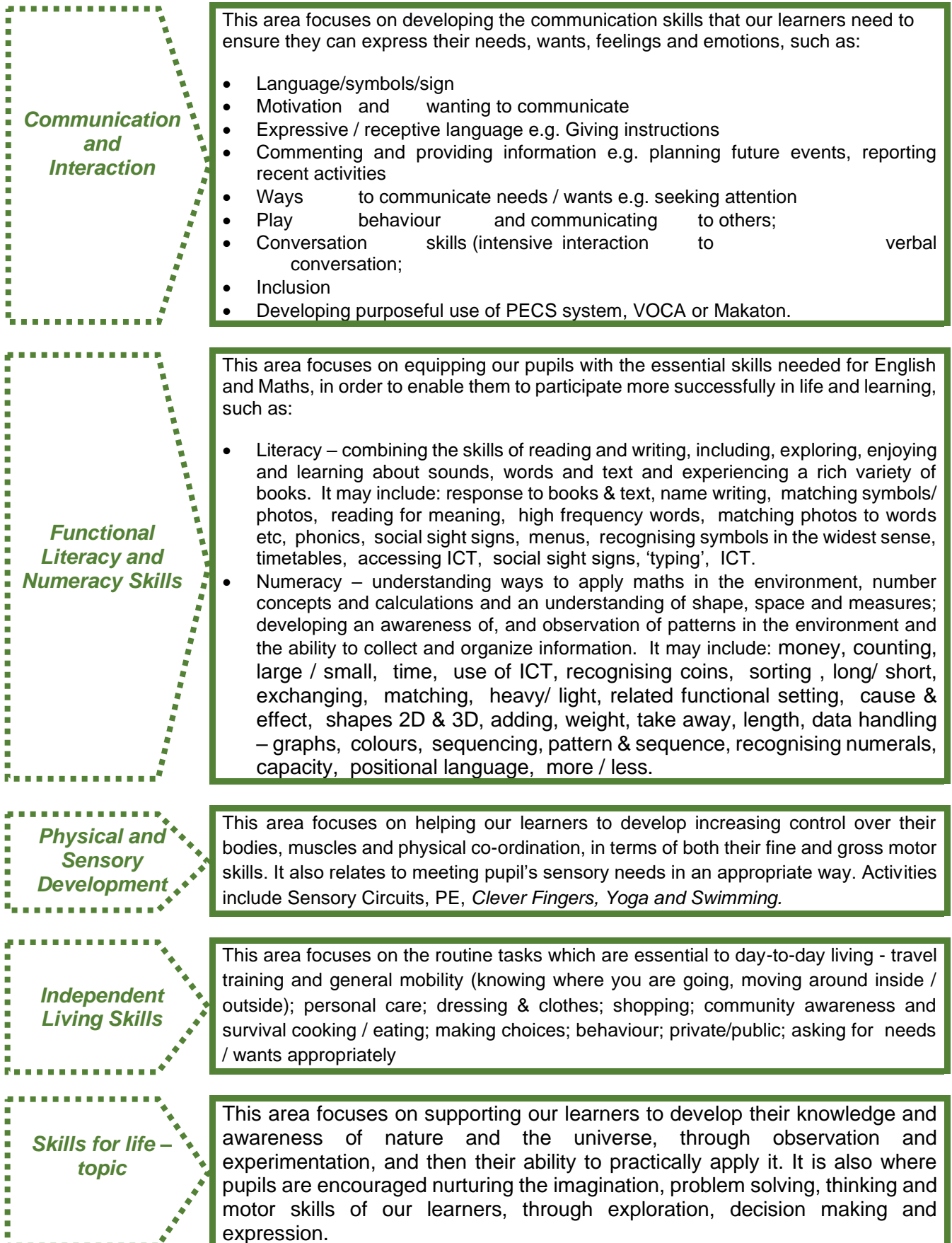
A significant contribution is also made in regular collective worship and other curriculum activities.

The 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.



**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 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.

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 – KS1&2

Area of learning	Key stage 1 & 2	2021/2022			2022/2023		
		Autumn	Spring	Summer	Autumn	Spring	Summer
<i>Individual EHCP targets. Continuous Provision Plans</i>		<b>Communication and interaction , Cognition and learning Social, Emotional and Mental Health Physical and Sensory</b>					
<b>Over Arcing Topic</b>	<b>My Self / My community</b>	<b>The world around me</b>	<b>The Wider World</b>	<b>My Self / My community</b>	<b>The world around me</b>	<b>The Wider World</b>	
	Term 1 – Interesting Facts about Me (things I like, my family, my friends, my life)  Term 2 – Celebrations	Term 3 – The world Above Me , Space , Weather and climate  The ways we move Term 4- Transport, dance , movement skills	Term 5 – Back in time / Habitats Dinosaurs , pirates  Term 6 – My world Seaside and under water sea life – Woodstock	Term 1 - Ourselves & People who help us.  Term 2 – Celebrations – Colours / My body	Term 3 -- (Local environment, Buildings, Castle's)  Term 4 – Let's go wild	Term 5 – The Earth: Our home  Term 6 – Mini-beasts/ Woodland Animals	
	<b>Term 1:</b>	<b>Term 3:</b>	<b>Term 5:</b>	<b>Term 1:</b>	<b>Term 3:</b>	<b>Term 5:</b>	
Through Topic related activities pupils will experience the world around them.  Assessments will be made using Evidence for	'Interesting facts about me' About all me - sharing about our own likes and dislikes and the likes and dislikes of others Human Life Cycles	'The world above me' Weather Clouds FORCES -Push and Pull (Kites, bubbles) Push and pulls on different material/surfaces.	Camouflage & Landscape Dinosaurs –animals in the past Pirates Plants Life cycles of dinosaurs, plants	'Interesting facts about me' About all me - sharing about our own likes and dislikes and the likes and dislikes of others Human Life Cycles	My local Environment + Places we visit on holiday/ days out Buildings Castles What are homes made of	My local Environment Places we visit on holiday/ days out Countries Cities vs countryside Castles Lakes Jungles	



<p>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>My family The things I like My interests Friendships My Body parts Exploring ourselves Naming parts of the body Peers names and names of staff Greetings Class boundaries Class routines</p>	<p>Magnetic Exploring fast and slow and how things move Wants and needs Following instructions Answering questions</p>	<p>Habitats of dinosaurs Naming animals Learning where animals live Animals from other countries Looking at maps Animals who help us Looking after animals Safety around animal Likes and dislikes Requesting, asking questions Conjunctions</p>	<p>My family The things I like My interests Friendships My Body parts Exploring ourselves Naming parts of the body Peers names and names of staff Greetings Class boundaries Class routines</p>	<p>Identify difference between old/ modern home. Properties of materials (Waterproof and non- waterproof etc.) Investigate and use construction materials</p>	<p>Deserts.</p>
	<p><u>RSE/SMSC</u></p> <p>Harvest Personal hygiene Germs Friendships <i>(Kind friends and unkind friends)</i> Understanding right and wrong choices. Using equipment safely.</p>	<p><u>RSE/SMSC</u></p> <p>Chinese New Year (25.1.20) Valentine Day Mother’s Day Respectful relationships Weather- clothes to wear Road Safety Seeking help</p>	<p><u>RSE/SMSC</u></p> <p>Ramadan( check time) Eid Father’s Day Stranger Danger Good hands and bad hands Respecting my body</p>	<p><u>RSE/SMSC</u></p> <p>Harvest Emotions and Feelings My family The things I like My interests Friendships Transition Practicing good hygiene</p>	<p><u>RSE/SMSC</u></p> <p>Good Samaritan Valentine’s day 14<sup>th</sup> February Chinese new year 22<sup>nd</sup> January (Rabbit) How to look after ourselves in cold weather.</p>	<p><u>RSE/SMSC</u></p> <p>Eid al-Fitr. Begins 21<sup>st</sup> April 2023 Caring for the environment and our mini beasts To relate life processes to animals and plants found in the local environment.</p>



	Understanding feelings Being in a classroom Being gentle /kind					Discuss fear of certain mini beasts. Caring for living things.
	<p><b>Term 2:</b></p> <p>_Santa Tracker Christmas Around the World Senses Light and Dark Food &amp; Drink Cooking – taste, smell and touch Recognising sounds Blindfold to highlight importance of sight. Feelings Peers names and names of staff Greetings Class boundaries Class routines</p>	<p><b>Term 4:</b></p> <p>‘The Different Ways To Travel’ Comparing ways used to travel Where can we travel to Measure different distances Floating and sinking Exploring different types of transport Answering questions Likes and dislikes Requesting</p>	<p><b>Term 6:</b></p> <p>Holidays Mermaids Seaside &amp; Beach life Properties and changes of materials (ice cream melts, sand acting as liquid but is solid) The seaside environment – rocks, beaches and sea ☑Seaside animals Sentence building Asking questions Prepositions</p>	<p><b>Term 2:</b></p> <p>My body /parts Exploring senses Christmas Hanukkah/Diva lamps Important events in my life Light/dark / Colours Bonfire night Halloween</p>	<p><b>Term 4:</b></p> <p>Different types of habitat Wild vs domestic animals How to look after domestic animals Dangers of wild animals. Types of animals (invertbrae, mammals etc...) The zoo Food chains</p>	<p><b>Term 6:</b></p> <p>Min-beast habitats Finding mini-beasts Observing mini-beasts Identify different mini beasts Explore features of local habitats &amp; predict mini beasts that may be found in each. Life cycle of mini beasts Role of worms in composting- relation to gardening Camouflaging Features and parts of a mini beast.</p>
	<p><u>RSE/SMSC</u></p> <p>Fireworks / fire safety Christmas Nativity</p>	<p><u>RSE/SMSC</u></p> <p>Easter Patron Saint Days People that help us Good Samaritan</p>	<p><u>RSE/SMSC</u></p> <p>Transition Woodstock St George <b>Fun and fears</b></p>	<p><u>RSE/SMSC</u></p> <p>Hanukkah Christmas Nativity Diwali</p>	<p><u>RSE/SMSC</u></p> <p>Holi festival 8<sup>th</sup> March 2023 Mother’s day 19<sup>th</sup> March 2023</p>	<p><u>RSE/SMSC</u></p> <p>Different places of worship Father’s day – 18<sup>th</sup> June</p>





	Diwali Healthy Eating Being safe How to get on with others, social skills, being polite, sharing and turn taking. Families Making friends Standing up for yourself	Friendship Being kind to each other Clothing to wear on a bicycle Walk to the local shops or parks		My body – Good and bad touching Being safe <i>(Firework safety)</i> Stranger danger	Easter 9 <sup>th</sup> April 2023 Staying safe Looking after animals. Animal hygiene.	Transition Woodstock – 20 <sup>th</sup> July Being safe Sports Day – 12 <sup>th</sup> – 16 <sup>th</sup> June Transition Day – 7 <sup>th</sup> July Meet the New Teacher evening – 10 <sup>th</sup> July
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**Numeracy & Problem Solving**  
**Number**  
**Money, shopping**  
**Time -daily routines,**  
**Measure – length and size and capacity ,**  
**Positioning, Shape pattern and clarifying is embedded throughout the year**

Numeracy curriculum uses practical concrete objects to aid mathematical learning. Numeracy is taught daily and reinforces and builds on the themes taught throughout the year. During practical play 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 fairs etc.

**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**

7. Reading behaviour– is about children understanding and enjoying stories, books and rhymes,



8. 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.
9. 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.
10. 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.
11. 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**

4. Muscle strength and Fine motor- Fine motor skills developed, Hand eye co-ordination developed, Satisfactory sight (if VI, specialist advice followed),
  5. 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.
    6. 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.

***All of which is linked across all subjects and activities.***

## Practical Curriculum Framework – KS3&4

<b>Individual EHCP targets.</b>					
<i>Continuous Provision Plans targets will weave into all curriculum areas.</i>					
Communication and interaction ,	Cognition and learning	Social, Emotional and Mental Health	Physical and Sensory		
<p><b>Areas of Learning</b> - Assessments will be made using Evidence for learning <b>within the priority Areas of Learning for the pupil</b>            See separate documents for the progression of skills and activity ideas.</p> <p style="text-align: center;">EHCP priorities/ Key Stage/ Class needs will influence the allocation of time across these areas</p>					
<b>Behaviour for learning/readiness for learning.</b>					
<u>Concentration and attend to task</u>	Thinking skills	Working collaboratively	Ability to request support, mutual regulation	Positive Learning behaviours and independence	Contented and Positive Wellbeing (Mental health)
<b>Communication and Interaction</b>					
<u>Attention and Listening Skills</u> Use of visual, tactile, verbal prompts, use of total communication, accompanied by signs etc.)	<u>Understanding Language</u> 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)	<u>Using Language</u> 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, )	<u>Speech- articulation-</u> This should be done with advice from SALT)	<u>Grammar and Syntax</u>	
<b>Play and social skills</b>					
Communicating and Interacting (Functional Communication/Pragmatics– is about how children become communicators.	Language for Thinking – is about how children learn to use language to imagine and recreate roles and experiences and	Moral & social skills Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	Communicating and Interacting (Functional Communication/Pragmatics– is about how children become communicators.	Language for Thinking – is about how children learn to use language to imagine and recreate roles and experiences and	Moral & social skills Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life



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)	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.	knowledge of, and respect for, different people's faiths, feelings and values	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)	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.	knowledge of, and respect for, different people's faiths, feelings and values
<b>Curiosity and Creativity</b>					
spiritual development	cultural development	Curiosity (key skills)	Creativity	Exploration	Expanding creative vocabulary.
<b>Independence and Life Skills (Preparing for adulthood- CIA)</b>					
My household skills	World of work	My Cooking	Money Budgetin	Shopping	My community My travelling
<b>Physical skills/ My Body</b> <i>Sensory Development &amp; Fine/ Gross Motor Planning</i>					
<p>Ongoing interventions that are selected to meet the needs of both individuals &amp; groups within class.</p> <p>Activities include: Sensory circuits, Write dance, Clever Fingers, massage, BEAM/Activate, yoga, amended Brain Gym, Attention Autism, Wake up hake up.</p> <p>Fundamental Movement (Agility, Balance, Co-ordination)</p> <p>Core skills (run, jump, throw, catch, strike, skip) through a multi-skills approach</p>					



**Numeracy & Problem Solving**

Numeracy curriculum uses practical concrete objects to aid mathematical learning. Numeracy is taught daily and reinforces and builds on the themes taught throughout the year. During practical play 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 fairs etc.

Number- all year			Shape, Space and Measure- built into topic or in subject specific if working at higher level		
Number correspondence Counting and sequencing	Manipulation- adding, take away, multiplication and division	Problem solving and using number	Money, shopping Time -daily routines,	Measure – length and size and capacity , ,	Positioning Shape pattern and clarifying is embedded throughout the year

**LANGUAGE AND LITERACY**

*All of which is linked across all subjects and activities alongside discreet teaching of specific skills.*

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					Writing				
<u>Reading behaviour</u> – is about children understanding and enjoying stories, books and rhymes,	<u>Pre Reading-</u> 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),	<u>Pictures and Symbols -</u> recognising that print carries meaning, Recognises Logos, or symbols. 'Reading' both fiction and fact, and reading a range of familiar words	<u>Linking Sounds and Letters –</u> is about how children develop the ability to distinguish between sounds and become familiar with rhyme, rhythm and alliteration. They develop	<u>Reading Words and Phrases</u> - using combination of skills to decode and blend in order to read for meaning. Recalling events, making predications	<u>Muscle strength and Fine motor-</u> Fine motor skills developed, Hand eye co-ordination developed, Satisfactory sight (if VI, specialist advice followed),	<u>Mark Making and Writing–</u> is about how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and	<u>Handwriting–</u> 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	<u>Composition</u> Is about how sentences is formed and what style of writing it is. E.g story, letter, list etc.	<u>Spelling</u> Is about how children build their words for writing and phonetically spell them. Learning how to correctly spell and learn spelling rules.



	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.	and simple sentences.	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.	and inferring from text.		personal writing children ascribe meaning to text and attempt to write for various purposes.	National Curriculum		
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<b>Over Arcing Topics</b>	Through Topic related activities pupils will experience the world around them.					
	<b>Year 2023/2024</b>			<b>Year2 2024/2025</b>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	Myself	The world around me	The Wider World	Myself	The world around me	The Wider World
	<b>Term 1:</b>  <u><b>All about me</b></u> My family/friends Who is important in my life My likes/my dislikes What I look like What makes me different Being healthy	<b>Term 3:</b>  <u><b>My local community</b></u> Buildings Facilities in my local area Whats around me Where I live Self-care/hygiene Science week Other classes around me	<b>Term 5:</b>  <u><b>Seasons</b></u> Under the sea How other people live around the world Different seasons in different countries	<b>Term 1:</b>  <u><b>All about me / My Local area</b></u> Interesting Facts about Me (things I like, my family, my friends, my life) Family tree Maps Where I live Leisure activities. Planning days out.	<b>Term 3:</b>  <u><b>Being Healthy</b></u> Where my food comes from. Making appointments. Role play (doctors, dentists etc..) Leisure activities. Rules of sports games.	<b>Term 5:</b>  <u><b>Jobs &amp; the community</b></u> People who help us When I grow up... Dream jobs Matching jobs & activities. Jobs & outfits. Volunteering
<u>RSE/SMSC</u>	My Family and others Human life cycles How to be a good friend Good Samaritan Hopes and fears for the year Rights and responsibilities Rewards and consequences Valuing contributions Choices Being safe in our community	Understanding bullying Standing up for self and others Making friends Gender diversity Celebrating difference and remaining friends Friendship and conflict Secrets Take responsibility	My body/teeth / puberty and keeping clean Charity- homeless, animal rescue, foodbanks Achieving realistic goals Perseverance Climate change	Visiting Special places Leisure activities Local environment Transport & Travel training Hazards and being safe when out and about in a social setting (public transport, e.g. train/bus E-safety	Making healthy meals Food planning Importance of exercise. Mindfulness Mental wellbeing Growing up.	Volunteering Roleplaying Career talks Looking after our community. Exploring our community.



	<p><b>Term 2:</b></p> <p><b><u>Celebrations</u></b>          Christmas/          Hanukkah/fireworks/Diwali/new year          Dark and Light          Safety around our community and home          Different religions          Firework safety          Music and dance in celebrations          Different countries/festivals</p>			<p><b>Term 4:</b></p> <p><b><u>Superheroes</u></b>          People who help us          Who is my hero?          Fantasy characters</p>			<p><b>Term 6:</b></p> <p><b><u>Changes</u></b>          Outdoor learning          Transitions          Change around me          My change          Life cycle            Woodstock</p>			<p><b>Term 2:</b></p> <p><b><u>Celebrations</u></b>          Christmas/          Hanukkah/fireworks/          Diwali/new year          Dark and Light          Safety around our community and home          Different religions          Firework safety          Music and dance in celebrations          Different countries/festivals</p>			<p><b>Term 4:</b></p> <p><b><u>The ways we move</u></b>          Transport, dance, movement skills          How we travel to school          Plan shopping route / Time          Distance          Different forms transport          Buoyancy          Healthy living – food, exercise</p>			<p><b>Term 6:</b></p> <p><b><u>My World (Travel &amp; Tourism)</u></b>          Transitions          Seaside          Holidays          Leisure activities          Swimming          Planning a day out.          Creating an itinerary          Ways to travel.          Costing holidays.          Destination          Asking questions          Prepositions          Woodstock</p>		
<u>RSE/SMSC</u>	<p>Online relationships          Safety-Stranger Danger          Fireworks          Hanukkah          Christmas</p>			<p>Families and people who care for me          Road Safety          Friendship          People who help us          Easter          Patron Saint s Day</p>			<p>Being safe          Transition          Woodstock          Different religions (Muslin, Sikh, Hinduism etc.)</p>			<p>Hanukkah          Christmas          Nativity          Diwali          My body – Good and bad touching          Being safe (<i>Firework safety</i>)          Stranger danger</p>			<p>Holi festival          Easter          People who help us          Who helps us stay safe?          What are we good at?          What could we be when we are older          Working as a team to help others          Mother’s day          Discuss how we can be helpful          People we love</p>			<p>Countries of the world.          Wonders of the world          World cultures          Father’s day          Transition          Woodstock          Being safe</p>		
<b>Physical Education</b>	Gymnastics	Invasion Games	OAA or/ Dance or Fitness	Net /Target Games	Striking & Fielding	Athletics	Gymnastics	Invasion Games	Dance or Fitness	Net /Target Games	Striking & Fielding	Athletics						

## **'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.

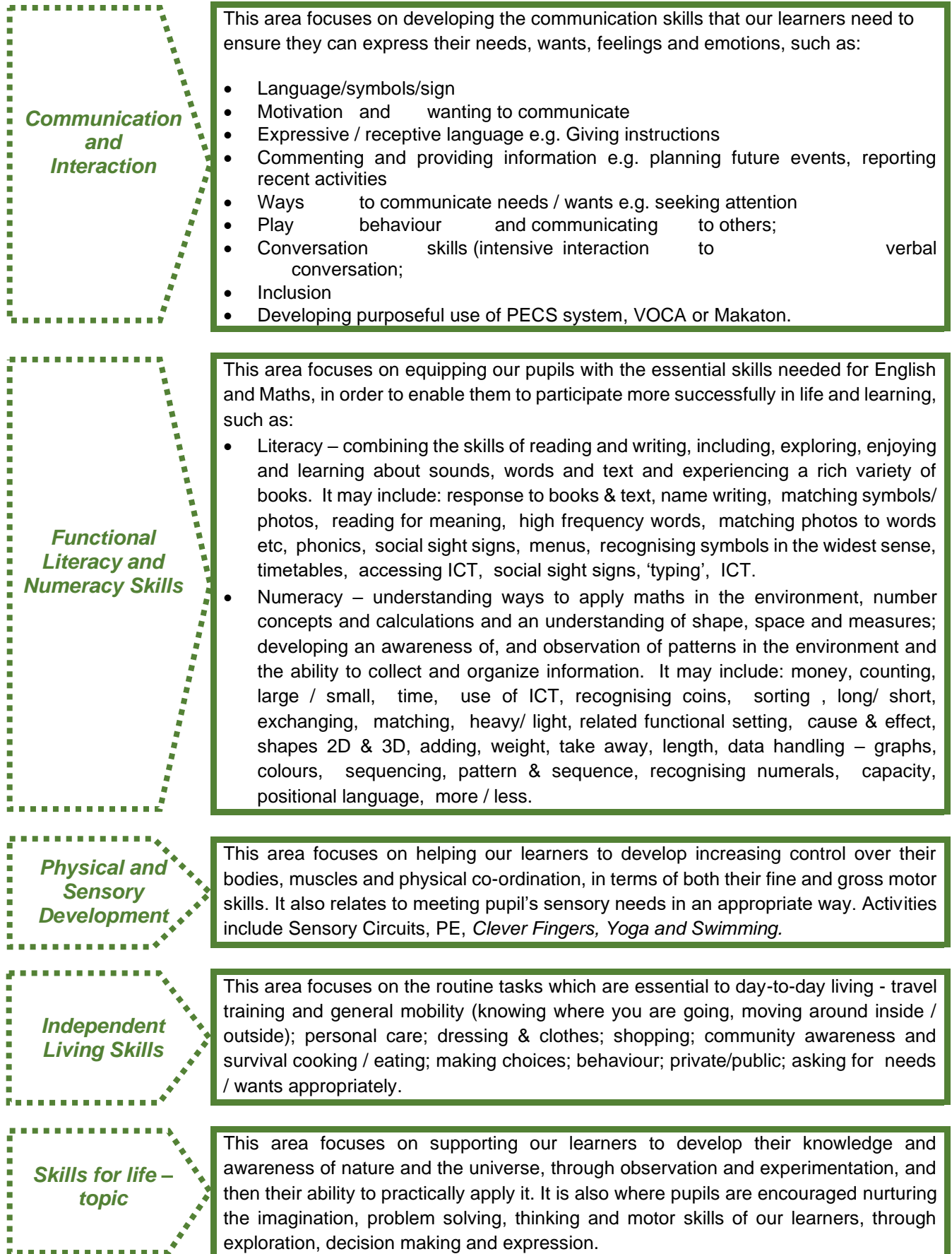
The Key Stage 3/4 (KS3/4) Structured Curriculum continues to develop the skills and knowledge pupils have accessed in their primary curriculum. The focus continues to build upon fundamental communication and numeracy and literacy skills, with the further addition of functional life skills. We aim to 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 pupils 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
<b>Structured Approach key values:</b>						
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.						
<b>TOPICS</b>						
<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><b>Continuing provision</b> Individual EHCP targets</p>	<p><b>Communication and interaction , Cognition and learning Social, Emotional and Mental Health Physical and Sensory &amp; Independence</b></p> <p>Self - awareness, time, date, weather, senses, food &amp; 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><b>Communication and Interaction</b></p> <p>Functional skills and Communication in mornings Informed by EHCP targets, SaLT, SCERTS, Communication Framework,</p>	<p><b>Speaking &amp; Listening</b></p> <ol style="list-style-type: none"> <li><b>1. Attention and Listening Skills</b> (Use of visual, tactile, verbal prompts, use of total communication, accompanied by signs etc.)</li> <li><b>2. Play and Interaction</b></li> <li><b>3. Communicating and Interacting</b> (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)</li> <li><b>4. Understanding Language</b> (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)</li> <li><b>5. Using Language</b> (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, )</li> <li><b>6. Speech-</b> articulation- this should be done with advise from SALT)</li> </ol> <p><b>Language for Thinking</b> – 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><b>Language and Literacy -</b></p> <p>Story share &amp; Topic related consolidation</p>	<p><b>ASPECTS, LANGUAGE AND LITERACY</b></p> <p><b>Reading</b></p> <ol style="list-style-type: none"> <li><b>1. Reading behaviour</b>– is about children understanding and enjoying stories, books and rhymes,</li> <li><b>2. Pre Reading-</b> 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.</li> <li><b>3. Pictures and Symbols</b> - recognising that print carries meaning, Recognises Logos, or symbols. ‘Reading’ both fiction and fact, and reading a range of familiar words and simple sentences.</li> <li><b>4. Linking Sounds and Letters</b> – 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.</li> <li><b>5. Reading Words and Phrases-</b> using combination of skills to decode and blend in order to read for meaning. Recalling events, making predications and inferring from text.</li> <li><b>6. Writing</b></li> </ol>



- 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 style="text-align: center;"><i>Books (linked to theme)</i></p> <p style="text-align: center;"><b>Academic Year 2022 - 2023</b></p>	<p style="text-align: center;"><b>Linked to pupils interests</b></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 style="text-align: center;"><b>Father Christmas needs a wee</b></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 &amp; Chip 'The Snowman' Elmer in the Snow The mouse that cancelled Christmas</p>	<p>Barefoot Books – We All Go Travelling By &amp; 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 style="text-align: center;"><b>Animation stories;</b></p> <ul style="list-style-type: none"> <li>- Disney</li> <li>- Nick Jr</li> <li>- Cbeebies</li> <li>- <b>Dreamworks</b></li> </ul> <p style="text-align: center;"><b>Way back home</b></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 style="text-align: center;"><i>Books (linked to theme)</i></p> <p style="text-align: center;"><b>Academic Year 2023 - 2024</b></p>	<p style="text-align: center;"><b>Linked to pupils interests</b></p> <p>Peace at Last Five Minutes Peace Large Family Winnie the Witch Thee: seasons come, seasons go Percy the Park Keeper</p>	<p style="text-align: center;"><b>Father Christmas needs a wee</b></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 &amp; 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 style="text-align: center;"><b>That's not my...</b></p> <p>Ben &amp; Holly How to catch a star The singing mermaid Sugarlump and the unicorn</p>



		<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 &amp; Found</p>			<p>Emergency          We catch the bus          All through the night          On the way home</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
<b>Structured Approach key values:</b> 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.						
<b>TOPICS</b>						
All activities to have a <b>functional purpose</b> to promote independence	<b>The Best me: inside out</b>  How would others describe me?  Art work project: - T-shirts (designing – including digitally, making and exhibiting – fashion show)  Mental and Physical Health - Emotions - Sports/healthy eating	<b>Gaming &amp; wellbeing</b>  SCRATCH (coding): - Animate a name/character - Imagine a world - Make a Pong/chase game - Make it fly  Taking a break from technology  Making collaborative board games	<b>Keeping clean &amp; healthy</b>  Cleaning schedules  Using appliances  Making information posters  Making instructions (including videos: how to use microwave, kettle, washing machine etc.)	<b>Health is wealth</b>  Food drive (help the community)  Creating & packaging own smoothies (creating & following recipes)  Make exercise video for primary pupils  Demonstrating OT (e.g. core stability exercise)  Filming	<b>Out in the wild</b>  Written instructions (making a den/structure, putting up a tent etc.)  Plan a camping trip & go! (school grounds – sensory garden, trim trail, yard)  Pebble art  Survival skills (swimming)	<b>Travel/Journeys</b>  Building/preparing their own backpack for a journey  Looking at historic journeys and explorers  Creating emotion/sensory supports for undertaking journeys
	<i>Areas of learning/ BSquared attributes</i>	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><b>Communication and Interaction</b></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;"><b>Speaking &amp; Listening</b></p> <ol style="list-style-type: none"> <li>1. <b>Attention and Listening Skills</b> (Use of visual, tactile, verbal prompts, use of total communication, accompanied by signs etc.)</li> <li>2. <b>Play and Interaction</b></li> <li>3. <b>Communicating and Interacting</b> (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)</li> <li>4. <b>Understanding Language</b> (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)</li> <li>5. <b>Using Language</b> (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, )</li> <li>6. <b>Speech</b>- articulation- this should be done with advise from SALT)</li> <li>7. <b>Language for Thinking</b> – 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.</li> </ol>
<p><b>Language and Literacy -</b></p> <p>Enhanced by cross curricular &amp; Enrichment related consolidation on the afternoons.</p>	<p style="text-align: center;"><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. <b>Reading behaviour</b>– is about children understanding and enjoying stories, books and rhymes,</li> <li>2. <b>Pre Reading</b>- 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.</li> <li>3. <b>Pictures and Symbols</b> - recognising that print carries meaning, Recognises Logos, or symbols. 'Reading' both fiction and fact, and reading a range of familiar words and simple sentences.</li> <li>4. <b>Linking Sounds and Letters</b> – 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.</li> <li>5. <b>Reading Words and Phrases</b>- using combination of skills to decode and blend in order to read for meaning. Recalling events, making predications and inferring from text.</li> </ol> <p style="text-align: center;"><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. <b>Muscle strength and Fine motor</b>- Fine motor skills developed, Hand eye co-ordination developed, Satisfactory sight (if VI, specialist advice followed),</li> <li>2. <b>Mark Making and Writing</b>– 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.</li> <li>3. <b>Handwriting</b>– is about the ways in which children's random marks, lines and drawings develop and form the basis of recognisable letters.</li> <li>4. <b>For further skills see National Curriculum.</b></li> </ol>

## ***'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.

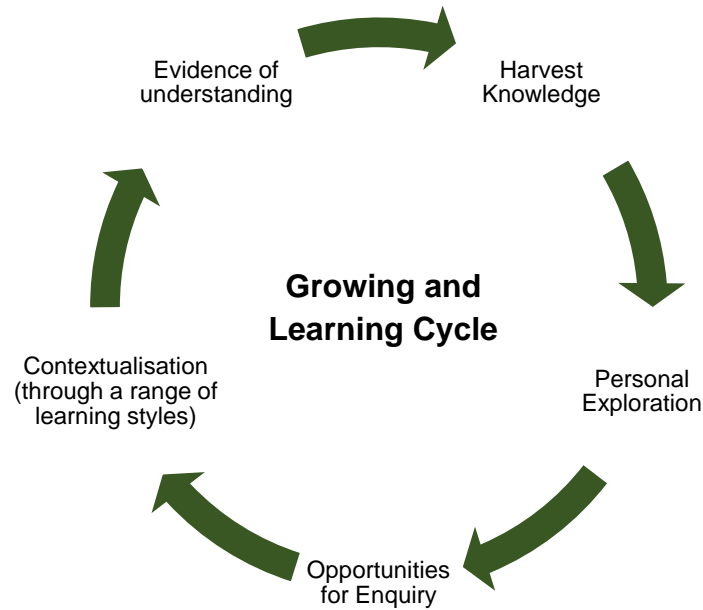
The Formal Curriculum end point is the knowledge, skills and understanding we want each pupil to have secured by the time they leave us. When a pupil moves onto the Secondary Formal approach, they will have started to develop their ability to self-reflect, their resilience, co-operation and problem solving 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 3 for example timetable).

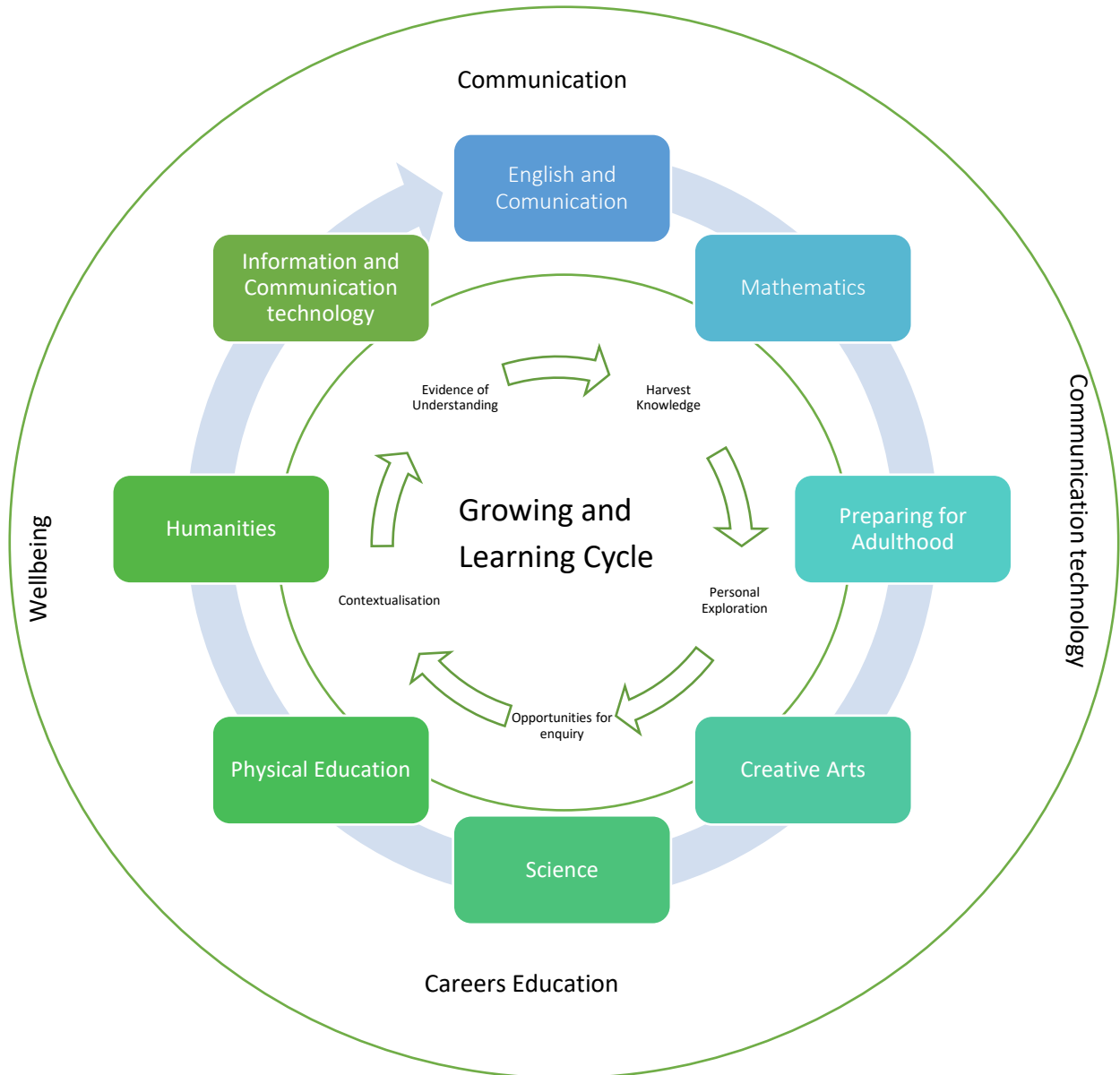
In Year 8 and 9, students follow an adapted secondary model, which builds upon the learning from Year 7. Learners are taught by subject specialist teachers within their form groups, with the exception of English and Maths where they are taught in ability groups.

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

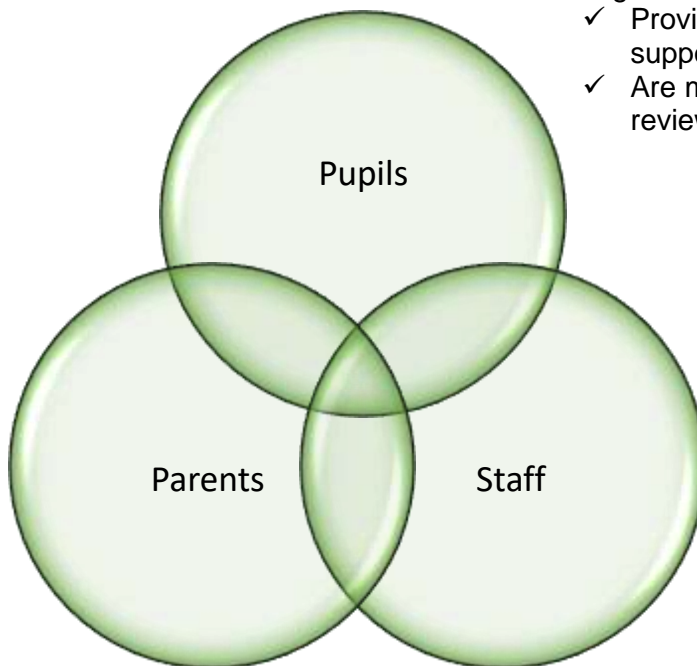
### 6. Assessment Of Learning – A ‘Basket Of Indicators’ Approach

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 4a-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.

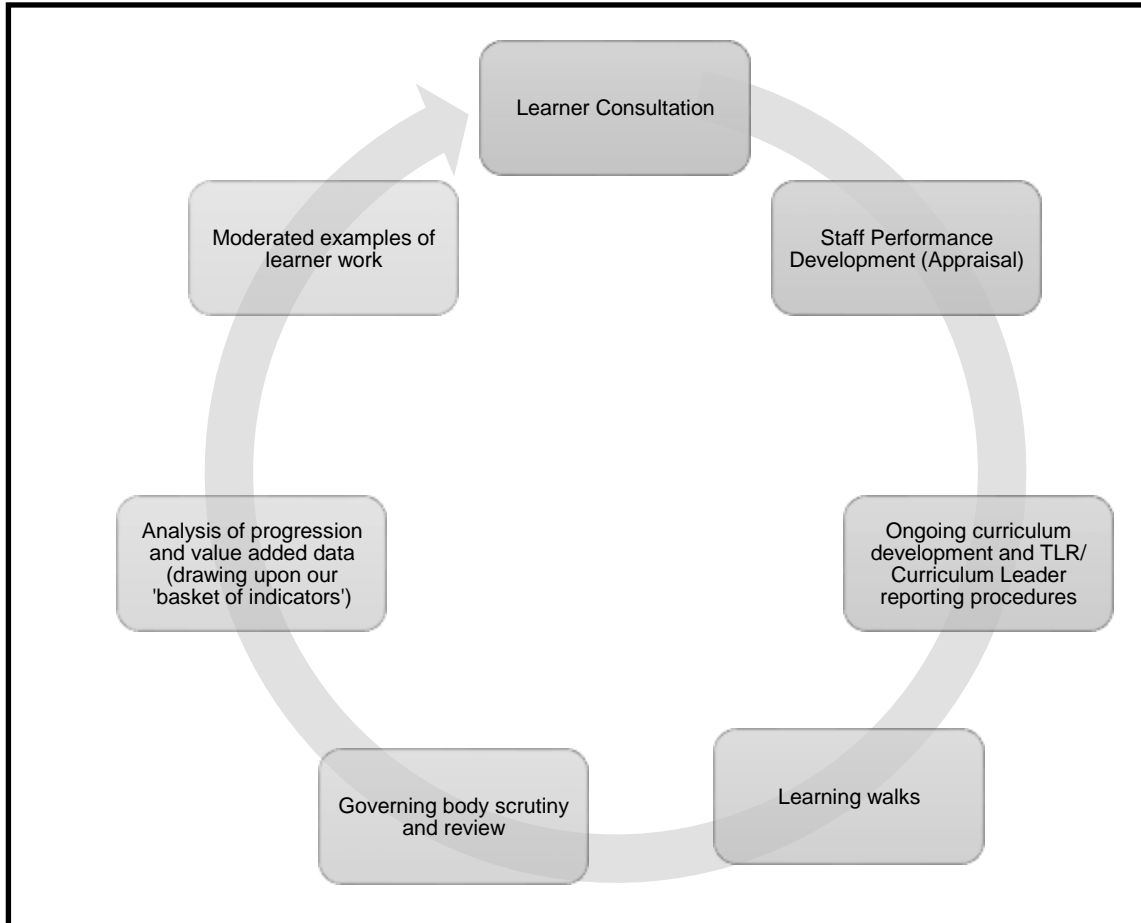
These targets are reviewed three times a year as part of 'Parent Consultation' meetings, where parents are invited to collaborate with teachers in the review of their young person's mid term targets with a view to update these as part of the process of working towards achieving the annual goal. Evidence 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 5a and 5b).

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.

Measure	EYFS	Sensory	Practical	Structured	Formal Primary	Secondary Snodland	Functional
Accreditation (e.g. ASDAN)		√	√	√			√
Accreditation (Pre-entry level 1-BTEC)			√	√		√	√
AET Autism Progression Framework						√	√
Behaviour – PSPs, QAQFB, Motivational Assessment Scale	√	√	√	√	√	√	√
BSquared		√	√	√	√	√	√
Boxall Profile	√		√	√	√	√	√
British Picture Vocabulary Scale					√	√	
Characteristics of Effective Learning	√						
CVs and Employer Reflections						√	√
Derbyshire Language Test			√	√	√		
EHCP Outcomes / Provision Plans	√	√	√	√	√	√	√
Key Skills Framework (Levels 1-5)		√			√		
The Leuven Scales	√	√	√	√	√	√	√
MOVE	√	√			√		
White Rose Numeracy					√	√	
Phonics Assessment	√		√	√	√	√	
Provision Plans – pupil specific	√	√	√	√	√	√	√
See and Learn	√	√	√	√	√		
Readiness For Learning Scale			√		√	√	√
Salford Sentence Reading Test				√	√		
SCERTS®	√	√	√	√	√	√	√
The Sensory Framework (1-5)		√					
Therapy Targets	√	√	√	√	√	√	√
The 5 Areas of Engagement	√	√	√	√			√

## 7. Monitoring And Evaluating Curricular Impact

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







## Appendix 1a – Key Skills Framework (Communication and Interaction)

<b>Key Skills &gt; Communication and Interaction &gt; Stage 1</b>
I can show by change in my facial expression, turning my head or other specific movement that I can respond to my name.
I can gain attention to have a need met.
I can join in with simple activities through simple action or vocalisation.
I can communicate my needs/wants using a preferred strategy.
I can terminate interaction with an adult, for example turning my head away.
I can show an awareness of my personal belongings and personal space through vocalisation, action or gesture, including eye gaze.
I can show an awareness of others through my facial expression, turning my head or other specific movement.
I can show good levels of wellbeing when experiencing sharing space.
I can show good levels of wellbeing when experiencing sharing equipment.
I can show good levels of wellbeing when experiencing contact with a familiar adult.
I can show good levels of wellbeing when experiencing adult-led activities.
I can show enjoyment when participating in activities through facial expression, vocalisation or gesture.
I can show good levels of wellbeing when other people are using the same immediate space as me in a group
I am able to show some types of emotion;
I can communicate my likes and dislikes using my preferred method
I can show by change in my facial expression, turning my head or other specific movement that I can respond to a familiar voice/personal indicator.
I can communicate my likes and dislikes through body movements or facial expressions.
I can respond to a simple closed end question through vocalisation, action or gesture, including eye gaze.
I can show communicative intent through vocalisation, action or gesture, including eye gaze.
I can accept adult support when experiencing different ways of positioning body when communicating.
I am willing to put ideas forward.
I am willing to put ideas forward.
<b>Key Skills &gt; Communication and Interaction &gt; Stage 2</b>
I can communicate my likes and dislikes verbally or by using pictures/signs.
I can communicate my own ideas.
I can communicate when something is wrong or they dislike something;
I am willing to put ideas forward;
I can show emerging awareness of how to position my body when communicating.
I am being aware of appropriate ways to communicate with others;
I am starting to be aware of how my actions effect others
I can join in with short listening activities.
I can provide information by answering simple questions;
I can listen to/ make eye contact with adults/peers when information is being given.
I can interact with others using language, including spoken or simple action/ gesture.
recognising and communicating when others need help;
showing a willingness to help others;
I can engage with others to give/receive information.
I can respond to others' ideas through language or changing my actions.
I can engage in simple paired activities.
I can engage with others to communicate simple ideas.
I can listen to/beginning to engage with familiar adults;
I will participate in whole class activities;
engaging and communicating their ideas;
I am willing to join in with others.
I can show that I am beginning to engage with familiar adults, e.g. through change in action or facial expression, when they speak to me.
I can stay focussed in order to communicate my ideas.
I can provide information by answering simple open-ended questions.
I can respond and engage with others in simple order.
I can share ideas during a structured group activity.
I can join in activities with others.
I can communicate what I would like to do.
I can join in with class activities, demonstrating some unprompted engagement.
<b>1 Key Skills &gt; Communication and Interaction &gt; Stage 3</b>
I am starting to communicate what I would like to do;
I am aware that it is okay to make mistakes;
I can join in with discussions about my class topic.
I am starting to offer my own opinions and expand on them
I can give appropriate responses to closed and open-ended questions within a single discussion.
I can show an understanding of how to communicate appropriately with adults/peers.
I am using skills of listening/observing and communicating with increasing confidence;
I can listen to others points of view.
I am able to communicate with adults/peers who are unfamiliar;





I can respond and engage within in paired discussions.
I can communicate information about a task I am completing
I can listen and respond to others ideas/opinions;
I can take on a role within group work.
I am aware of questioning words such as 'who' or 'what'.
I am aware of appropriate ways to communicate with others.
I can assist my peers when they need help.
I can contribute ideas on how to go about the task.
<b>1 Key Skills &gt; Communication and Interaction &gt; Stage 4</b>
I can communicate in an appropriate way to adults/peers who are unfamiliar.
I can communicate and expand on ideas/opinions.
I can communicate when I need assistance to complete a target, e.g. an individual target or learning intention.
I can communicate appropriately with others
I can communicate what I found difficult and why.
I can transfer skills of communication to a range of different settings.
I can take part in class discussions giving my ideas/opinions;
I can communicate how I have completed my work and what strategies I have used.
I can understand and tolerate the fact that that others opinions may differ.
I can give a reasoned response to others opinions.
I can incorporate others ideas into my own work where appropriate.
I can use appropriate social conventions in a range of situations.
I can adapt to different roles in group work.
I can work with others to come to a decision
I can recognise and communicate when others need help.
I am beginning to use questioning words such as 'where', 'why', 'how' and 'when'.
I can explain a decision I have made.
<b>1 Key Skills &gt; Communication and Interaction &gt; Stage 5</b>
I can discuss ideas with others and ask questions with increasing confidence.
I can discuss as a group how to complete work, and follow the groups ideas
I can communicate information I have researched.
I can work with others to come to a decision.
I can work with others to come to a decision.
I can communicate with others and take a lead role when completing a task



## Appendix 1b – Key Skills Framework (Independence)

<b>Key Skills &gt; Independence &gt; Stage 1</b>
I can indicate my personal preference.
I can accept/tolerate my involvement in personal hygiene routines in school.
I can tolerate a range of objects relating to hygiene routines, for example toothbrush, facecloth or hairbrush.
I can handle personal belongings that are important to me.
I can comply with adults supporting me to dress/undress as appropriate.
I can tolerate holding an adults hand when near a road.
I can tolerate being in a supermarket./shop
I can tolerate being on a school vehicle for short periods of time with consistent adult support.
I can accept food and in an appropriate way to me.
<b>Key Skills &gt; Independence &gt; Stage 2</b>
I am aware of when I need assistance.
I can complete a first and then task;
I can show an awareness of personal hygiene and self-help routines.
I am beginning to locate specific areas of the classroom/school where personal hygiene routines take place through embedded routines, cues and visual symbols.
I can participate in a variety of personal hygiene routines;
I can identify a range of objects relating to hygiene routines.
I can make simple choices.
I can see a task through from start to finish.
I can make the appropriate action to initially begin put on/remove an item of clothing e.g.: pulling up trousers, stretching to put on a jumper.
I am beginning to show awareness of the need for personal hygiene.
I can engage with an adult modelling of road safety routines.
I can engage with traffic light routines through role play and within the community.
I can engage in an adult modelling of "engine off seatbelt off".
I can follow adult modelling of appropriate routines when at the shops.
I can accept hand over hand support with my feeding.
I can respond to adult prompting to stay with familiar adults.
<b>Key Skills &gt; Independence &gt; Stage 3</b>
I am beginning to make choices about how to complete a task
I can follow simple visual self-help schedules.
I am beginning to check my own work.
I can try on my own before I ask an adult.
I can remember what the outcome of a task looks like while I am carrying out the task.
I can demonstrate a functional use of objects relating to hygiene routines.
I am able to follow a sequence of instructions during self-help routines;
I can confidently locate specific areas of the classroom/school where personal hygiene routines take place.
I am developing fine motor skills associated with personal hygiene and self-help;
I can understand directional language within the context of personal hygiene and self- help.
I can take on roles as part of the class.
I can participate in routines in communicating for help, for example raising their hand or exchange a help cue.
I can imitate simple actions linked to road safety routines.
I can recognise key road safety signs when out in the community e.g.: green man, traffic lights, STOP sign.
I can show that I understand the rules regarding taking my seatbelt off during visits
I can follow the routines of shopping with an appropriate support.
I can identify key people in the community that help keep me safe.
I can label safe and not safe adults.
I can eat food that is appropriate to me using appropriate utensils.
<b>Key Skills &gt; Independence &gt; Stage 4</b>
I can organise and complete familiar tasks independently;
I can use success criteria to help me to complete a task.
I can complete tasks independently.
I can ask for specific help.
I can understand the equipment needed for my lesson.
I can check my own work for simple mistakes
I can persist with a task
I can communicate how I may achieve my next step.
I can set my own next steps.
I can make a choice based on information given.
I can show independence in selecting the correct resources to aid their learning and obtain information.
I can transfer skills learned to solve real-life problems.
I can organise and carry out familiar personal hygiene routines independently.
I can locate areas for personal hygiene routines in generalised settings, for example swimming pool, leisure centre or home.
I can identify the need for personal belongings and personal hygiene.



I can generalise sequences of self-help routines into everyday situations.
I can understand the consequences of poor personal hygiene.
I can use appropriate fine motor skills and fine motor planning for individual tasks, for example removing the lid from a bottle, unscrewing a cap;
transfer knowledge of directional language to other areas of personal hygiene and self-help;
I understand the roles of the different people in the community that keep me safe. e.g. doctors, nurses, dentist.
I can use a range of utensils to eat my food.
I can follow a written timetable;
I can follow instructions in a range of unfamiliar situations.
I can make a choice based on information given.
I can see a task through from start to finish
I can make simple decisions if it is ok to cross the roads then proceed with adult consent.
I can use a pelican crossing to cross the road safely independently.
I can independently take my seatbelt off and put my seatbelt on at the appropriate times.
I can carry simple aspects of the shopping routine independently such as finding items on my list or proceeding to the checkout.
I can demonstrate an understanding of how to stay safe outside of school.
I know what to do when a stranger talks to me.
<b>Key Skills &gt; Independence &gt; Stage 5</b>
I am aware that other resources can be used when help is required.
I can use a range of utensils to prepare and eat a range of foods appropriate to me.
I can cross the road independently.
I can transfer skills learned to solve real-life problems.
I can recognise a variety of pedestrian crossings and use them safely e.g.: Puffin, Zebra, Pelican.
I can manage my time to complete a task within the time allocated.
I can recognise an safe and appropriate to cross the road e.g.: Island, drop curb.
I can confidently gather the equipment needed for an activity independently.
I can transfer organisational skills developed into areas of everyday life.
I can successfully carry out the routines of a shopping trip.
I can check my own work using a success criteria.
I only speak to identified safe adults in the community e.g.: shop keeper, police officer.
I can check my own work using a success criteria.
I only speak to identified safe adults in the community e.g.: shop keeper, police officer.
I can say what went well and what I need to do next time.
I know the routines of calling the emergency services.



## Appendix 1c – Key Skills Framework (Curiosity)

<b>Key Skills &gt; Curiosity &gt; Stage 1</b>
I will respond to an activity during free play.
I can show an awareness of what is going on around me e.g. turning my head in response to a sound
I am beginning to make sense of their environment and the world around me.
I can show an awareness of my immediate environment
I can show an awareness of resources and equipment
I can interact with preferred resources
I can show a willingness to explore
I can use my sense of touch to explore and respond to stimuli
I can use my sense of taste to explore and respond to stimuli
I can use my auditory senses to explore and respond to stimuli
I can use my visual senses to explore and respond to stimuli
I can use my sense of smell to explore and respond to stimuli
I can show an interest when given new objects
I can begin to link simple cause and effect actions within my environment
I can experience an environment where a range of sensory resources and equipment are used
<b>Key Skills &gt; Curiosity &gt; Stage 2</b>
I can make connections between familiar items e.g. pencil on paper, spoon for yogurt.
I am beginning to be aware of the learning outcome.
I can show an interest in how things work
I can ask simple questions about things around me.
I can follow my own ideas and initiative during unstructured activities
I am experimenting with resources/equipment; I can explore the functions/ uses of resources provided.
I can try out different ways of doing things during a child initiated task.
I can begin to link simple cause and effect actions within my wider environment.
I can recognise special times and events e.g. Christmas, birthdays.
I can respond to an activity during free play.
I am developing the confidence to explore.
I can show enjoyment of a preferred activity by requesting 'more'.
I can handle a range of different tools and equipment.
<b>Key Skills &gt; Curiosity &gt; Stage 3</b>
I am starting to understand that sometimes questions have many answers.
I am considering resources needed to complete a task and collecting these;
I can consider the resources available to assist me in carrying out instructions.
I can explore how things work.
I can use my speaking and listening skills to ask questions to find out information.
I can discuss my ideas with others, asking relevant questions.
I can begin to question why? with adults/peers.
I can try out different ideas to see which one is best.
I am starting to take risks during unstructured activities;
I use a range of tools and equipment functionally.
<b>Key Skills &gt; Curiosity &gt; Stage 4</b>
I can transfer knowledge of cause and effect when using a range of resources.
I can look at various sources to find an answer.
I can extend my knowledge of a range of different strategies and sources of help;
I can try different ideas suggested and comment on which one works best;
I can pose questions unprompted.
I can use my own initiative to find out more about my own interests.
I can experiment with my own ideas and change my thinking if necessary.
I can use different resources to carry out research.
I am aware of the learning outcome.
I have the confidence to explore different solutions.



## Appendix 1d – Key Skills Framework (Thinking Skills)

<b>Key Skills &gt; Thinking Skills &gt; Stage 1</b>
I am able to gain attention to have a need met;
I am showing an awareness that actions have reactions, for example cries when hungry;
I am showing an awareness of daily routines;
I can show by my actions and movements that I am aware of language/songs associated with sequencing, for example first and then.
I can make contact with or turn my head towards a visual/auditory cue.
I can respond to preferred resources.
I can sustain focus on a task for up to 30 seconds across a range of contexts.
I can make eye contact with a familiar adult or activity for up to 5 seconds across a range of contexts.
I can engage in a preferred activity for up to 2 minutes independently.
<b>Key Skills &gt; Thinking Skills &gt; Stage 2</b>
I can show that I know when something is the same / different.
I am able understand simple instructions;
I can show my ideas in a visual format.
I can choose equipment for a familiar task from options provided.
I can follow simple step-by-step instructions;
I can apply my speaking and listening skills to simple problem solving.
I can use a tool in the appropriate way.
I can access key resources with adult support.
I can match resources to the appropriate task.
I can match resources to the appropriate task.
I can sustain focus on a task for 2 - 5 minutes during a task across a range of contexts.
I can engage in a preferred activity for up to 5 minutes independently.
<b>Key Skills &gt; Thinking Skills &gt; Stage 3</b>
I can sustain attention to complete a task;
I can take feedback from an adult about where to get what I need.
I can identify and locate the resources I need to complete a task.
I am beginning to be aware that there may be more than one way to solve a problem.
I can use my extended speaking and listening skills to problem solve.
I can attempt to follow instructions before seeking assistance;
I can complete a visual plan for an activity with adult support.
I can sequence how a task was completed in a visual format with adult support.
I can contribute ideas about the resources required to complete an activity.
I can contribute to planning a short, focused task as a group;
I can choose equipment for a familiar task from options provided.
I can listen to / observe specific information during activities.
I can answer questions on topic work using information from familiar sources.
I can indicate that something has gone wrong.
I can accept feedback and change some aspects of my work
I can give simple reasons about why I have chosen a particular way to go about a task;
I can give a simple reason about why I have chosen a particular way to go about a task.
I can sustain focus on a task for 8 - 10 minutes during a task.
I can engage in a preferred activity for 8 - 10 minutes independently.
I can comply with restrictions around internet safety as put in place by an adult.
I can complete simple recordings.
I can complete a simple diagram with adult support.
<b>Key Skills &gt; Thinking Skills &gt; Stage 4</b>
I can recognise what good communication is
I can use different types of questions;
I can begin to distinguish between relevant and irrelevant information.
I can use previous information gathered in order to develop my thinking.
I can complete a plan for an activity independently.
I can rationalise why a plan is sequenced in a certain way.
I can prioritise the order in which tasks/activities ought to be completed.
I can discuss what went well and what could be improved upon;
I can accept differing views and challenge these.
I can discuss what went well and what could be improved upon.
I can use my advanced speaking and listening skills to problem solve.
I can choose from a selection of appropriate resources to use the one which is most effective.
I can communicate why something has gone wrong.
I can sequence an unfamiliar activity with adult support.
I can sustain focus on a task for up to 15 minutes during a task.
I can engage with simple explanations about the importance of internet safety.
I can use a range of sources to find the information I need.



I am aware that information can be found in different places.
<b>Key Skills &gt; Thinking Skills &gt; Stage 5</b>
I can confidently understand what fiction and non-fiction sources are
I can research and plan an activity
I can confidently distinguish between relevant and irrelevant information.
I can sequence an unfamiliar activity independently.
I know that not all the information I find on the internet is reliable.
I can plan to adapt things that have gone wrong this time.
I can demonstrate an awareness of simple rules linked to internet safety when accessing devices independently.
I can expand on explanations about why I have made a choice/decision.
I can assess the work of others, using success criteria, and comment on it.
I can complete a diagram or chart to show the results of my activity.
I can sustain focus on a task for over 20 minutes during a task.
I can use effective questioning to gain information
I can expand on explanations about why I have made a choice/decision
I can use previous feedback given to help in future tasks
I can plan how to go about a task based on previous experiences
I can reflect and use different ways to solve problems
I can try different ideas and comment on which one works best
I can review my tasks and implement strategies to improve them



## Appendix 1e – Key Skills Framework (Behaviour and Wellbeing)

<b>Key Skills &gt; Behaviour and Wellbeing &gt; Stage 1</b>
I can tolerate things I don't like.
I can accept support from an adult to meet basic need.
I can show good levels of wellbeing when experiencing an environment where play takes place.
I can show an awareness of individual schedules / routines
I can accept support from an adult to follow class routines/rules, including self-help.
I can respond to an adult-led task.
I can show an awareness that actions have reactions, for example I cry when I'm hungry so that I am given food.
I can accept my needs being met after communicating about this in a way that is appropriate for me.
I can show some types of emotion e.g.: happy, sad, scared.
I can show enjoyment when participating in activities.
I can gain attention to have a need met
I can respond to social experiences with different emotions.
I can refuse to participate in a undesired activity.
I can respond to facial expression of an adult/peer.
<b>Key Skills &gt; Behaviour and Wellbeing &gt; Stage 2</b>
I can engage and respond to unexpected activities.
I can respond to different forms of praise, e.g. stickers, certificate, verbal, earning a reward etc.
I can try to make the correct/positive choice regarding my behaviour.
I am beginning to understand how their actions affect other people.
I can act on immediate feedback regarding behaviour e.g.: stop.
I am aware of behaviour rules in school.
I am aware of rewards and consequences within class.
I am aware of behaviour targets set by the teacher;
I am aware of emotions and feelings associated with denial and demands.
I can show appropriate levels of wellbeing when experiencing situations where denial and demands are placed on me.
I can show appropriate levels of wellbeing when experiencing self regulation strategies through adult modelling.
I am aware of appropriate behaviour in the classroom
I can follow an individual schedule with adult support.
I can follow a visual class schedule with adult support.
I can follow some aspects of rules/routines outside of the classroom
I can follow some aspects of appropriate routines within the class;
I can follow a breakdown of a task with adult support.
I can complete activities using first and then/now and next' method.
I am aware that I have different feelings.
I can follow an adult led model for appropriate play.
I can recognise the facial expression of an adult/peer.
I can respond to adults attempts to regulate how I feel.
I can re-engage into an activity after refusal with adult support.
I am aware that actions have consequences.
I can choose between an option of an appropriate choice or an inappropriate choice.
<b>Key Skills &gt; Behaviour and Wellbeing &gt; Stage 3</b>
I can willingly participate in new challenges.
developing confidence to explore different solutions;
I am aware that it is okay to make mistakes.
I have an understanding of expected behaviours.
I can understand rewards and consequences for positive/negative behaviours.
I can contribute to individual rules/targets relating to my behaviour.
I can try to make the correct/positive choice regarding their behaviour;
I can modify my behaviour following adult feedback.
I can show an awareness of self-regulation strategies.
I am beginning to tolerate denial and demands being placed upon me.
I have an understanding of expected behaviour in group situations.
I can follow a visual class schedule.
following feedback and adapting their approach;
I understand that my feelings can be communicated to others.
I can understand that rules and routines can change.
I am developing coping mechanisms to deal with difficulties/changes which may arise;
I can label my own emotions with the support of a visual.
I can follow an individual schedule.
I can re-engage into an activity after refusal.
I can change my body language when expressing emotion.
I can express my feelings and emotions.
I can follow a breakdown of a task independently.
I can play for pleasure.





**Key Skills > Behaviour and Wellbeing > Stage 4**

- I can show confidence when participating in a range of activities.
- I understand that things do not always go according to plan.
- I am willing to make mistakes and take risks;
- I can complete tasks that I don't like or don't have an interest in.
- I can show confidence and determination in challenges presented.
- use coping mechanisms when the unforeseen occurs;
- use coping mechanisms when the unforeseen occurs;
- I can remain focused on what I am learning
- I can recognise and adapt my inappropriate behaviour.
- I can comment on my own behaviour and how to adapt this.
- I can use self-regulation strategies.
- I can recognise inappropriate behaviour and adapt behaviour as appropriate;
- I have an understanding of expected behaviour in a range of situations.
- I can communicate how I feel about something and why.
- I can demonstrate resilience in a task.
- I can change my body language to match of an adult/peers emotional state.
- I can celebrate my achievements.
- I can use language to express my emotions so I can have my needs met.

**Key Skills > Behaviour and Wellbeing > Stage 5**

- I can independently use a variety of self-regulation strategies.
- I can use appropriate social conventions in a range of situations.
- I can decide which behaviours are appropriate within unfamiliar situations.
- I can understand how my behaviour/actions/choices affect others.
- I can cope with denial and demands placed upon me through appropriate behaviour.
- I understand my personal rights and responsibilities.
- I can reflect upon my behaviour.
- I can reflect upon my behaviour.
- I understand what is fair.
- I can transfer class, school and social rules in a range of situations.
- I can use an advanced emotion vocabulary, e.g.: frustrated, tired.
- I can demonstrate resilience in a challenging and new task.
- I can demonstrate appropriate emotional expressions in a variety of contexts.

## Appendix 1f – Key Skills Framework (Computing)

(Starts from Stage 2 onwards)

<b>Key Skills &gt; Computing (IT) &gt; Stage 2</b>
Press a key, icon or button or use another input method (e.g. Eye Gaze) to complete an action.
Choose from a small number of options by pressing a key, icon or button or using another input method (e.g. Eye Gaze) to make a selection.
Uses familiar equipment
Explores new equipment
Become aware of the use of simple input devices: microphone, webcam, touch screen, keyboard, mouse/track pad
Use a remote control toy
Indicate a program they wish to use
Request a specific video/piece of audio
Write' a simple message using symbols, pictures or letters.
Use a simple camera to take a picture.
Identify equipment used for entertainment: smart phone, tablet, games console, television, DVD/CD player, etc.
Identify other forms of technology used at home and school for different tasks: taking photos, laundry, preparing food, etc.
Handle objects with care.
Online safety - They understand that internet can be dangerous and know how to report inappropriate content.
<b>Key Skills &gt; Computing (IT) &gt; Stage 3</b>
I know the word algorithm.
With support I can order a simple algorithm.
I can give a programmable toy instructions with support.
I can use appropriate inputs to control events (e.g. keys, touch screen, control pads, eye gaze, audio commands, etc.).
I can log onto a computer independently.
I can play a media file.
With support I can use media device to record, including in the environment.
Select shape to fill.
Select program from logos.
I can move the cursor and select an item using a mouse or trackpad
I can move an item or highlight text using the mouse or trackpad (drag and drop)
With support I can enter text.
With support I can use basic keyboard functions - space bar, return.
I know that text can be in different fonts.
I can identify common ICT objects: such as Telephone and Television.
Online Safety starting to show awareness of rules for safe Internet use.
I know I can communicate online.
I know that some information is private.
I know that some information is not private (e.g. hair colour, favourite sport).
<b>Key Skills &gt; Computing (IT) &gt; Stage 4</b>
I know what an algorithm is.
I can order a simple algorithm.
I know that I can make a robot/programmable toy move by giving it instructions.
I know that information can be presented in different ways (pictures, text, video, chart).
With support I can edit and improve my work.
With support I can use basic tools (lines, shapes, eraser) in a program to create an image (e.g. paint, word)
With support I can print my work
With support I can save my work
With support I can create a text document
With support I can edit and format text (e.g. size, type and colour)
I can input text with increasing speed and accuracy
I can copy content from the World Wide Web (copy and paste an image/text)
I know the dangers of sharing digital photos.
I know to keep information about me safe (e.g. not sharing personal information or password).
I know how to be kind to other people when online and think carefully about what I say.
I know to tell a grown up if something online makes me unhappy.
I know how technology is used in school.
I know how technology is used outside of school.
I know how to use computers safely.
I know how to sit appropriately at a computer.
I know that I shouldn't have food or drink near computers.
<b>Key Skills &gt; Computing (IT) &gt; Stage 5</b>
I can write my own simple algorithm using text or symbols.
I know that a computer or programmable toy needs clear instructions.
When I write clear instructions, I try to do it without mistakes.
I can run a sequence of instruction and correct any errors.
I know that the computer follows my instruction exactly.



I know that computers are not clever they just follow instructions.
I am aware that all software/apps are programmed.
I recognise and can choose different forms of digital content (pictures, text, video, graphs).
I know the different ways that digital content can communicate information (Visual, Audio, Text etc.)
With support I can import different types of digital content into my work.
With support I can explore simulations.
With support I can explore new software.
I can talk about my work and with support make changes to improve it.
I can explain why it is important to be safe online.
I can explain some dangers when using a digital device (e.g. computer, tablet, mobile phone)
I can explain what would upset someone if I posted online about them.
I can share how to stay safe with other people in my school (e.g. poster, song, video).
I can identify information that should be kept private and not made public.
I know that I should use passwords to keep my information more secure.
I can obtain content from the world wide web using a web browser. (search engine, URL etc)
I am aware of some health and safety issues in a computer suite.
Can talk about how they use technology within school

## Appendix 2 – 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

<b>Exploration</b>	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.
<b>Realisation</b>	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.
<b>Anticipation</b>	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.
<b>Persistence</b>	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.
<b>Initiation</b>	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

<b>Exploration</b> 	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?
<b>Realisation</b> 	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?
<b>Anticipation</b> 	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?
<b>Persistence</b> 	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?
<b>Initiation</b> 	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 3 – Year 7 Timetable

#### Redwood Timetable 2023-24

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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 4a – 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"> <li><input checked="" type="checkbox"/> <b>A</b> Accepts suggestions from peers</li> <li><input checked="" type="checkbox"/> <b>E</b> Answers a simple question about the story giving a single word answer</li> <li><input checked="" type="checkbox"/> <b>E</b> Asks a question about a narrative</li> <li><input checked="" type="checkbox"/> <b>M</b> Completes a familiar phrase when a member of staff communicates part of it</li> <li><input checked="" type="checkbox"/> <b>M</b> Completes simple actions that have been requested, e.g. stand up</li> <li><input checked="" type="checkbox"/> <b>M</b> Copies a new word or short phrase they enjoyed hearing, e.g. containing alliteration</li> <li><input checked="" type="checkbox"/> <b>M</b> Demonstrates pleasure in finding objects in picture books which relate to questions</li> <li><input checked="" type="checkbox"/> <b>M</b> Follows a short verbal account of texts/symbols/pictures</li> <li><input checked="" type="checkbox"/> <b>M</b> Follows instructions containing an adjective, e.g. give the big box to Tom</li> <li><input checked="" type="checkbox"/> <b>M</b> Follows two-step instructions, e.g. get your cup, and bring it here</li> <li><input checked="" type="checkbox"/> <b>P</b> Listens for the answers to questions</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>I</b> Listens in staff-led discussion</li> <li><input checked="" type="checkbox"/> <b>M</b> Listens to a member of staff who is offering a choice</li> <li><input checked="" type="checkbox"/> <b>M</b> Listens to short narratives which are of interest to them</li> <li><input checked="" type="checkbox"/> <b>M</b> Listens to talk with interest but becomes easily distracted</li> <li><input checked="" type="checkbox"/> <b>M</b> Makes it clear they agree with a suggestion</li> <li><input checked="" type="checkbox"/> <b>M</b> Makes it clear they do not agree with a suggestion</li> <li><input checked="" type="checkbox"/> <b>M</b> Makes it clear they need more information or clarification</li> <li><input checked="" type="checkbox"/> <b>P</b> Makes predictions in familiar narratives</li> <li><input checked="" type="checkbox"/> <b>E</b> Picks out key events in a narrative</li> <li><input checked="" type="checkbox"/> <b>M</b> Picks out key people in a narrative</li> <li><input checked="" type="checkbox"/> <b>I</b> Picks out symbols/pictures that relate to a narrative they have heard</li> <li><input checked="" type="checkbox"/> <b>E</b> Puts pictures/symbols of a narrative in order</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>M</b> Recognises when something is wrong (calling a dog a cat)</li> <li><input checked="" type="checkbox"/> <b>M</b> Remains quiet whilst a member of staff gives instruction</li> <li><input checked="" type="checkbox"/> <b>P</b> Repeats short, simple, and repetitive rhymes</li> <li><input checked="" type="checkbox"/> <b>G</b> Responds to familiar people in one-to-one discussions about a range of familiar contexts</li> <li><input checked="" type="checkbox"/> <b>M</b> Responds with their own name in response to "Who wants...?"</li> <li><input checked="" type="checkbox"/> <b>P</b> Shows interest in a narrative/story by asking for it again or continuing a conversation about it</li> <li><input checked="" type="checkbox"/> <b>M</b> Smiles or laughs in response to something funny</li> <li><input checked="" type="checkbox"/> <b>P</b> Understands a simple story when it is supported with pictures</li> <li><input checked="" type="checkbox"/> <b>P</b> Understands concepts of over; under; in and on</li> <li><input type="checkbox"/> Uses symbols/pictures to retell a narrative</li> <li><input checked="" type="checkbox"/> <b>E</b> 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]</li> </ul> |
|---|---|--|

#### Speaking

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





## Appendix 4b – 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

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Smiles with enjoyment when helped to bounce</li> <li><input checked="" type="checkbox"/> Smiles with enjoyment when eating a preferred food</li> <li><input checked="" type="checkbox"/> Smiles with enjoyment when helped to stand</li> <li><input checked="" type="checkbox"/> Smiles at a familiar person when engaging in an activity</li> <li><input checked="" type="checkbox"/> Smiles or laughs at familiar individuals intentionally whilst playing</li> <li><input type="checkbox"/> Demonstrates anger through expressions and body language when people/actions frustrate them</li> <li><input type="checkbox"/> Demonstrates contentment through expressions and body language when people meet their expectations</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates contentment through expressions and body language when people/actions please them</li> <li><input type="checkbox"/> Demonstrates sadness through expressions and body language when people upset them</li> <li><input type="checkbox"/> Demonstrates surprise through expressions and body language when noises shock them</li> <li><input type="checkbox"/> Demonstrates excitement through expressions and body language when people/actions meet their expectations</li> <li><input type="checkbox"/> Demonstrates surprise through expressions and body language when actions shock them</li> <li><input checked="" type="checkbox"/> Demonstrates contentment through expressions and body language when textures please them</li> <li><input type="checkbox"/> Demonstrates general happiness through consistent responses when presented with familiar experiences</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates sadness through expressions and body language when actions upset them</li> <li><input type="checkbox"/> Reacts negatively when intense movements stop, e.g. cries when rocking is stopped</li> <li><input checked="" type="checkbox"/> Reacts excitedly to a change of environment when provided with familiar experiences</li> <li><input type="checkbox"/> Reacts excitedly to a change of environment when provided with new experiences</li> <li><input checked="" type="checkbox"/> Reacts excitedly to a familiar voice when a member of staff initiates interaction</li> <li><input checked="" type="checkbox"/> Reacts excitedly to an activity when provided with new experiences</li> <li><input type="checkbox"/> Reacts excitedly to intense movements when being swung or rocked</li> </ul> |
|---|---|---|



## Appendix 4c – example BSquared assessment

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

# Individual Assessment

Five Acre Wood School

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

#### Whole Numbers

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Counts to 50</li> <li><input checked="" type="checkbox"/> Counts to and across 100 forwards, from any given number</li> <li><input checked="" type="checkbox"/> Counts to and across 100 backwards from any given number</li> <li><input checked="" type="checkbox"/> Counts reliably up to 100 items</li> <li><input checked="" type="checkbox"/> Counts beyond 100</li> <li><input checked="" type="checkbox"/> Counts in 10s from any number forwards and backwards</li> <li><input checked="" type="checkbox"/> Counts in steps of 2 from 0, forwards and backwards</li> <li><input checked="" type="checkbox"/> Counts in steps of 5 from 0, forwards and backwards</li> <li><input checked="" type="checkbox"/> Writes numbers to 100 in numerals and words</li> <li><input checked="" type="checkbox"/> Writes numbers to 200 in numerals and words</li> <li><input checked="" type="checkbox"/> Reads numbers to at least 100 in numerals and in words</li> <li><input checked="" type="checkbox"/> Reads numbers to 200 in numerals and in words</li> <li><input checked="" type="checkbox"/> Compares and orders numbers from 0 up to 100</li> <li><input checked="" type="checkbox"/> Reads, writes, orders and compares numbers up to 200</li> <li><input checked="" type="checkbox"/> Recognises the place value of each digit in a three-digit number</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sorts numerals into odd and even numbers</li> <li><input type="checkbox"/> Recognises and sequences odd and even numbers up to 100</li> </ul> <p>Compares numbers using the signs:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> - less than (&lt;)</li> <li><input checked="" type="checkbox"/> - more than (&gt;)</li> <li><input checked="" type="checkbox"/> - equal to (=)</li> </ul> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Undertakes the correct calculation when reading mathematical signs, e.g. divides/shares when the sum includes +</li> <li><input checked="" type="checkbox"/> Recognises and interprets the symbols +, -, x, ÷, and = appropriately</li> <li><input checked="" type="checkbox"/> Solves simple problems involving addition and subtraction of money of the same unit, e.g. 48p + 35p</li> <li><input checked="" type="checkbox"/> Demonstrates knowledge of zero as a place holder, e.g. 40 = 4 tens 0 ones</li> <li><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</li> <li><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)</li> <li><input checked="" type="checkbox"/> Records addition and subtraction in columns</li> <li><input checked="" type="checkbox"/> Solves problems using mental methods</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Adds and subtracts two-digit numbers</li> <li><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</li> <li><input checked="" type="checkbox"/> Understands multiplication as repeated addition</li> <li><input checked="" type="checkbox"/> Recognises that multiplication can be done in any order</li> <li><input checked="" type="checkbox"/> Multiplies whole numbers in the range 0 x 0 to 12 x 12 (times tables)</li> <li><input checked="" type="checkbox"/> Solves problems using multiplication and division facts</li> <li><input checked="" type="checkbox"/> Knows the number of hours in a day and weeks in a year and can sequence             <ul style="list-style-type: none"> <li><input type="checkbox"/> Names an amount left over after division as a remainder</li> <li><input type="checkbox"/> Recognises division cannot be done in any order</li> <li><input type="checkbox"/> Divides two-digit whole numbers by single-digit whole numbers and expresses remainders</li> <li><input type="checkbox"/> Calculates division statements within the multiplication tables</li> <li><input type="checkbox"/> Rounds two-digit numerals to nearest 10</li> <li><input type="checkbox"/> Approximates by rounding to the nearest 10, and uses this rounded answer to check results</li> </ul> </li> </ul> |
|---|--|--|

#### Fractions, Decimals, Percentages

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

#### Solving Mathematical Problems & Decision Making

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

## Appendix 5a – example Provision Plan

Created: Fri 3 November 2023

Provision Plan 2022 - 2023			
		Personal Progress Achievement Continuum	Evidence Count
<b>Items</b>			
Provision will be made through the personalised curriculum at Five Acre Wood School by the school teams.			
<b>Communication and Interaction</b>			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>██████████ 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
<b>Cognition and Learning</b>			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>██████████ 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>██████████ 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 ██████████ loves to explore and play with them, instead of using them for intended purpose.</i>	5		


## Appendix 5b – 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.

#### ISCERTS

> 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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