



The Ribble Autism School

Curriculum Policy Booklet

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Introduction

The Ribble Autism School is an independent specialist school for boys and girls aged 4 to 11 years who have severe autism and associated complex learning needs, challenging behaviour and/or associated anxiety.

Our school offers a warm and welcoming environment where a positive education allows all pupils to experience success. Our ethos is the belief that a positive, supportive and achieving culture is essential for creating an outstanding school that meets the needs of children.

At The Ribble Autism School, we provide a day school. All of the pupils referred to the school require an Education Health & Care Plan.

The school is located in a refurbished building close to local shops and amenities in the Lostock Hall area of Lancashire. The environment helps to create a calm and restful location for pupils with autism, who may experience challenging behaviours and associated anxieties.

Our school offers highly specialist individualised curriculums and engaging learning environments, which include a sensory/light room, outdoor play areas, group rooms, reading zone, movement room and individual classroom.

Our school enables pupils with autism to:

- Learn how to manage their behaviour and cope with anxieties
- Access a positive educational experience
- Develop strategies to manage everyday living
- Develop independence, social and communication skills
- Become empowered to make their own appropriate choices in life

Intent

Our Curriculum at Ribble Autism school is evolving constantly. We intend to provide a bespoke, individualised curriculum aligned with learner characteristics , need, aspirations and outcomes identified in a child's Education, Health and Care Plan.

All children have a keyworker and deputy key worker, to ensure consistency and clear vision of the individual intent for each child. Teachers and Therapists make careful considerations before children are allocated a learning pathway, considerations made are; development levels (EYFS and P scales), communication level and social interaction, play stage (cognitive and social) ability to engage and Learner characteristics. (see Appendix 1)

Implementation

Our curriculum is delivered by skilled Teachers and Therapists, within a carefully planned environment which provides engagement motivators through continuous provision, off-site enrichment opportunities, adult led carpet time and 1-1 sessions. Teachers and Therapists take their learning intentions from SCERTS and Equals schemes of learning, whilst also working towards the child's personal EHCP goals. Each child has a personalised curriculum, communication passport, communication programme, sensory diet, sensory profile and SCERTS plan, these are the supporting documents which Teachers, Therapists and Key workers use to implement a broad and balanced, specialist curriculum.

Impact

We measure the impact of our specialist curriculum holistically, taking into consideration progression across all areas of the child's curriculum and their engagement. Teachers use Birth to 5, Engagement Framework and Progression Steps to assess and they use electronic and/or paper learning journals to record a child's learning journey. This include adult observations, photos, videos and samples of 'work'. Therapist used SCERTS and The Real assessment to measure across the therapeutic based curriculum. The team around the child then evaluate this information to set new outcomes and plan provision. All the information is collated within a child's impact document.

Curriculum Pedagogy

At The Ribble Autism School we offer a coherently planned curriculum; this is underpinned by a therapeutic approach and offers a balance of teacher led and enquiry-based learning. We have a strong ethos on developing speech, language and communication skills; we value pupil voice and provide a curriculum which promotes oracy skills.

There are woven opportunities for personal development and lifelong learning. There are exceptionally high aspirations for all of our pupils and these aspirations can be achieved through the construction of a bespoke curriculum, one which is inclusive of pupil's interests, that promotes individualised independence and problem-solving skills, yet nurtures creative thinkers and inspires passive learning.

Intent

a) Curriculum objectives

At The Ribble Autism School, we provide the following:

- A broad and balanced education for all pupils - coherently planned to meet the highly individual needs of all our learners. For pupils who are able to access some independent learning (even with a high level of support), this education is based upon either EYFS, pre-formal, informal and semi-formal pathway or a combination.
- A curriculum that is continuously evolving to address the diverse needs of our pupils on roll, which is underpinned with personalised curriculums and personalised therapy plans.
- A therapeutic curriculum delivered by specialist teachers and therapist, supported with therapeutic programmes written by our on-site multi-disciplinary team. This includes speech and language therapists, occupational therapists and behaviour support input.
- Our curriculum at the centre has high expectations and is specifically designed to give pupils with autism relevant knowledge, skills and abilities to apply what they know and can do. Pupils are encouraged to achieve the best of their abilities with increasing fluency and independence.
- A curriculum that is coherently planned and sequenced towards accumulating knowledge and skills for future learning. This also promotes a positive attitude towards life-long learning.
- A curriculum that provides them with the rich cultural capital they will need to reach their personal potential in life.

- A curriculum which supports pupils' sensory processing needs, physical development and wellbeing, taking as much responsibility for their own health as they can and enabling them to live an active and healthy lifestyle.
 - A curriculum which develops respect for religious beliefs and moral values, an understanding of other races, cultures and religions and respect for self and others regardless of race, gender, or creed, within a framework of equality of opportunity and a framework which is underpinned by British values and protected characteristics.
 - A curriculum which considers the physical and mental health of pupils, it is carefully considered and appropriate learning opportunities are identified to ensure pupils are effectively supported, so that they can apply their skills and knowledge throughout school and in later life.
 -
- b) Core Curriculum Offer

At The Ribble Autism School children are delivered a curriculum which is broad and balance, one which aims to develop both skills and knowledge, whilst focusing on the individual needs of pupils and their personal development.

| Therapy based curriculum SCERTS | Core Curriculum | Enrichment accredited courses | Personal development and Enrichment |
|--|--|--|---|
| <ul style="list-style-type: none"> • Social Partner Stage • Language Partner Stage • Conversational Partner Stage | <p>EYFS Pre-formal Informal Semi-formal</p> <p>All children receive a balance of:</p> <ul style="list-style-type: none"> • Thematic approaches-inclusive of SMSC and protected characteristics links • Were applicable discreet teaching of some subject areas • Project and Enquiry based learning • Child initiated learning • Teacher led learning (carpet time) • 1-1 • Small group teaching and learning | <ul style="list-style-type: none"> • JASS • Primary Crest Awards | <ul style="list-style-type: none"> • Trampolining • Sensory centres • Play centres • Parks • Movement gyms • Visitors to school |

a) Curriculum Pathway Structure

We intend to provide a bespoke, individualised curriculum aligned with learner characteristics need, aspirations and outcomes identified in a child's Education, Health and Care Plan.

The curriculum is designed to ensure that pupils have opportunities to reach their full potential. Due to the diversity of needs across our school, pupils are assigned a specific learning pathway to suit their cognitive, communication and social capabilities.

| | Pre-formal | EYFS | Informal | Semi-formal | Formal |
|--|--|------|----------|-------------|--------|
| Personal development and enrichment curriculum | The Ribble Autism School Core Values Social, Moral, Spiritual and Cultural Education Enrichment Activities British Values Protected characteristics PSHE & RSE | | | | |
| Therapeutic Curriculum | Social Communication, Emotional Regulation and Transactional Supports (SCERTS) Sensory Diets Sensory Circuits Speech, Language and Communication programmes Alert Programme The Real Programme Attention Autism | | | | |
| Pre-formal Pathway | <p>Curriculum areas- Communication & Social Relationships. Cognition & Challenge. Self Determination & Independence. Sensory & Physical Wellbeing. Creativity, Outdoor Learning Experience.</p> <p>Engagement Focus – Areas of persistence. Anticipation. Initiation. Exploration. Realisation.</p> <p>Delivered through a thematic based curriculum</p> <p>Following Equals Pre-formal schemes of learning (or a combination)</p> <p>Development assessment- SCERTS and The Real Assessment</p> <p>Assessment- The Engagement Model</p> | | | | |
| Informal Pathway | <p>Curriculum areas- Independence, Play & Leisure Communication, Language & Literacy Thinking, Problem Solving & Maths, Social Play & Shared Attention Stories & Narratives, The World About Me, Expressive Arts, Physical Well-being</p> <p>Engagement Focus – Areas of persistence. Anticipation. Initiation. Exploration. Realisation.</p> <p>Delivered through a thematic based curriculum</p> | | | | |

| | |
|------------------------------|---|
| | <p>Following Equals Informal schemes of learning (or a combination)</p> <p>Development assessment- SCERTS and The Real Assessment</p> <p>Assessment- The Engagement Model</p> |
| Semi-formal | <p>Curriculum areas- Independence Communication, Language & Literacy Thinking, Problem Solving & Maths, Social Play & Shared Attention Stories & Narratives, The World About Me, Expressive Arts, Physical, Well-being, Relationships, Education, Outdoor Learning & Forest School</p> <p>Engagement Focus – Areas of persistence. Anticipation. Initiation. Exploration. Realisation.</p> <p>Delivered through a thematic based curriculum</p> <p>Following Equals Semi-formal schemes of learning (or a combination)</p> <p>Development assessment- SCERTS and The Real Assessment</p> <p>Assessment- The Engagement Model and Progression steps</p> |
| Formal | <p>Curriculum areas- Literacy, Maths, RE, Science, Independence, Stories & Narratives, The World About Me, Expressive Arts, Physical Wellbeing, Relationships, Education, Outdoor Learning & Forest School</p> <p>Engagement Focus – Areas of: Persistence., Self-initiation, Cross-contextualisation (realisation developed to true cross contextualisation)</p> <p>Delivered through a thematic based curriculum, with subject specific teaching</p> <p>Following Equals formal schemes of learning (or a combination)</p> <p>Development assessment- SCERTS and The Real Assessment</p> <p>Assessment- Progression steps, Phonics Screening check year 1, Times Tables check in year 4</p> |
| Early Years Foundation Stage | <p>Early Learning Goals- Early Years Foundation Stage</p> <p>Curriculum Focus- Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design Delivered Via thematic based curriculum and often through pre-formal and informal curriculum</p> <p>Following EYFS key principles- The Unique child, Positive relationships, Enabling environments, Learning and development</p> |

b) Short, Medium, and Long-Term Planning Expectations

Teachers' planning is monitored as part of Quality of Education Assurance monitoring system – See Teaching and Learning Policy.

Planning expectations include:

- Long term planning-Personalised curriculums, links to EHCP and therapeutic goals
- Medium term planning- termly schemes of work, taken from equals schemes of learning and individual pupil plans
- Short term planning-weekly plan with pupil focused 1-1 work and group focus

There is an expectation that all teachers plan sequenced learning opportunities for everyone, with carefully planned learning objectives and outcomes.

c) Legislation and Guidance

This policy booklet reflects the requirements of the programmes of study for all our learners at The Ribble Autism School. The only dis-application is for those pupils with the most complex and multiple needs who are operating at the earliest stages of development (i.e. from birth up to 5 years). It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum related expectations of governing boards set out in the DofE's Governance Handbook.

d) Promoting Equality and Diversity

There are 9 protected characteristics under the Equality Act 2010 and all schools should be able to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics.

The 9 Protected Characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

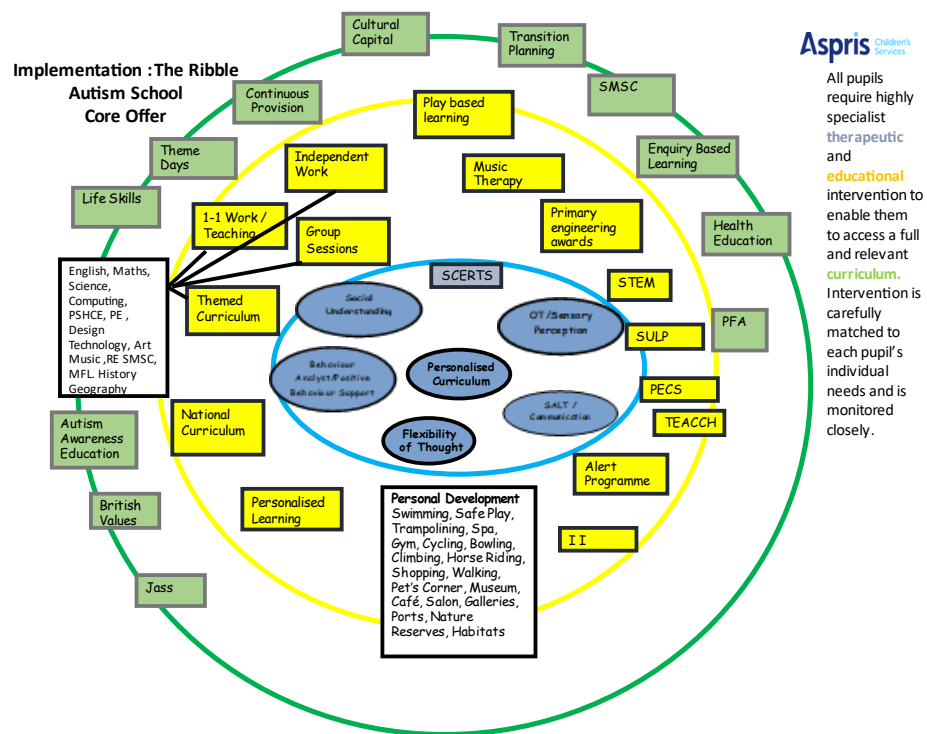
At The Ribble Autism School, we ensure that our pupils are given opportunities to develop age-appropriate knowledge and understanding through a well-planned and delivered curriculum.

We believe that children should be able to recognise themselves and their circumstances so they can see their lived experiences validated and valued.

Implementation

a) Curriculum Implementation and Personalised Curriculums

At The Ribble Autism School our curriculum is implemented through individual personalised approaches. Each pupil has access to a curriculum written and designed with them specifically in mind.



(Example of The Ribble Autism School personalised curriculum which is further differentiated according to individual need and pathway)

b) Teaching implementation at The Ribble Autism School involves:

- Personalised learning activities (1-1 work) to match the ability and special educational needs of the individual pupil
- Careful planning and well-structured individual and small group activities are planned for throughout the day, these include carpet time, 1-1 work, activities provided through continuous provision and personal development activities off-site.
- Well resourced, scaffolded resources and materials that are Dyslexia friendly including differentiated/challenging work tasks.
- Supports which incorporate a variety of verbal and visual SaLT strategies e.g. True Object Based Icons (TOBI), symbols, mind maps, blank level questioning, thinking time, talking mats, opportunities for oracy and an appropriate level of teacher talk etc.
- Staff providing consistent positive behaviour support strategies from pupil behaviour support guides. Staff are aware of pupil alert arousal levels.
- Teachers and TAs providing regular verbal and written feedback to pupils as well as in learning journals and on pupil completed work to systematically check for understanding and acquisition of new skills.
- Tasks and activities which are stimulating, engaging and exciting whilst being appropriately challenging.
- A range of evidence-based Autism approaches for example, TEACCH approach principles which are firmly embedded into practice.

c) Implementation via themes and cross-curricular links

At The Ribble Autism School, we implement our curriculum using Equals schemes of learning with a thematic approach where appropriate. Continuous provision has thematic enhancements and there is a weekly 'book of the moment' which links to the theme. Teachers are expected to skilfully incorporate pupils' existing interests, whilst planning for new and exciting experiences linked to the termly themes. Medium term overviews have been developed with teachers and MDT to support each theme (See appendix 2 for example). The maps are generic and advisory, and teachers should adapt these according to the pathway their pupils are on. (see appendix 3 for theme cycle) Themes may be taught in any order and over a variety of durations; this is down to the professional judgement of the phase teacher.

Should The Ribble Autism School have pupils accessing Formal pathway, we have Thematic based Schemes of work available. These are from Formal Equals and Lancashire Professional Development Service.

At the Ribble Autism School, pupils following the EYFS framework will engage with a curriculum based around early learning goals that is underpinned by the four key principles for the EYFS; A unique child, Positive relationships, enabling environments and learning and environments. Pupils will typically be working on Pre-formal and Informal schemes of learning, this is determined using the pathway planner and considering all pupil learner characteristics.

d) Accredited and Enrichment Offer (see Enrichment policy for more details)

JASS and primary CREST Awards

Jass. The Junior Award Scheme for Schools/JASS supports achievement of a wide range of learning objectives. It's designed to be easy to use and simple to run. It can bring structure and focus and be used as a great motivational tool for learners.

Activities for each section can be tailored to individual needs, interests and strengths. Completing them can build confidence, encourage teamwork and develop skills, encouraging children and young people to be active and involved in their community.

It's a great way to promote and record achievements at an individual level and can lead onto the Duke of Edinburgh award when a young person reaches 14 years of age.

Using JASS can:

- support opportunities for all young people to experience achievement
- encourage healthier lifestyle choices, including being active and outdoors more
- help schools build partnerships with parents, local groups and the community
- help with transitions from Primary to Secondary school
- provide a platform for starting vocational learning
- act as an umbrella award for other initiatives, awards and certificates.

Crest Award

CREST is the British Science Association's flagship education programme, providing enrichment activities to inspire, engage and connect young people aged 5-19 across the UK with science, technology, engineering and maths (STEM).

The CREST Awards scheme inspires young people to think and behave like scientists and engineers. It can be done by any child or young person aged 5-19, regardless of ability

e) SCERTS- Social Communication Emotional Regulation Transactional Support Curriculum (See SCERTS Policy)

SCERTs is an autism specific curriculum that focuses on developing pupil's communication skills, and their ability to regulate their emotions. SCERTS is assessed and progress is overseen by the Occupational Therapist and Speech & Language Therapists alongside educational staff to develop specific phase and individual SCERTS targets for all pupils based on their needs and therapeutic priorities.

Specific transactional supports are considered and incorporated into the pupils' individualised learning curriculum and timetable. These are categorised using colour (blue to represent social communication and green to represent emotional regulation).

These skills are learnt in school and then generalised into a wider range of contexts as well as activities in the community.

Pupils are profiled according to need (see appendix 4) :

- Social Partner Stage
- Language Partner Stage
- Conversational Partner Stage

Social Partners are learning to: -

- Enjoy spending time interacting with another person.
- Make choices of food or activities
- Make noises which have communicative intent
- Show another person when they need comfort or support.
- Take turns
- Communicate their emotions using facial expression, vocalisations and body language.

Language Partners are learning to: -

- Spend time with a greater range of people for extended periods with increasing numbers of meaningful exchanges.
- Make increasing choices throughout the day – expressing likes and dislikes across a greater range of contexts.
- Name (through oral language, sign language or picture symbols) a wider range of items, people and actions).
- To use language in a creative way.
- Engage in a wider range of play sequences e.g. construction, imaginative, turn-taking games.
- Understand and use symbols or words to express a range of emotions.
- Respond positively to regulatory strategies offered by communication partners (i.e. staff, family).
- To use some appropriate self-regulating strategies.
- Ask for help
- Ask for a break

Conversational Partners are learning to: -

- Use conventional communication strategies (verbal and non-verbal) to secure attention and engage with a wide range of partners for increasing periods of time.
- To understand and use a wide range of early and advanced emotions vocabulary to describe and understand the state of themselves and others.
- Sustain appropriate conversations taking into account the rules of discourse and interaction such as, initiation and termination (i.e. how to start and stop a conversation), topic maintenance and shifting (i.e. how to stay on topic and then transition smoothly) awareness of listener knowledge and interests (i.e. being able to sift through information and read cues from others) and awareness of audience stature.
- Engage with peers in play, joint activities and projects bringing in skills of negotiation, compromise and the ability to follow rules.
- Understand and use increasingly complex language structures.
- Respond positively to regulatory strategies offered by communication partners (i.e. staff, family).
- To identify and use appropriate self-regulating strategies.

f) Cultural Impact of the School (Implicit Curriculum)

At The Ribble Autism School we maintain a strong ethos and strive towards the following principles:

- A happy, safe, positive and calm learning environment.
- A strong sense of community – i.e. mutually beneficial relationships and positive attitudes, values and beliefs which facilitate strong self-discipline and responsible citizens, who in turn value and can co-operate with others.
- A personalised approach to learning and behaviour (designed around meeting individual needs).

Our values are positively reinforced through the school positive and proactive behaviour approaches.

These principles and expectations are consistently taught through all aspects of the formal and implicit curriculum.

Impact and Character Development

4. What difference is our curriculum making for our pupils?

Impact at The Ribble Autism School is measured and valued in a range of ways, we have high expectations of all pupils and strive for them to achieve to their absolute best ability. We can measure progress in the following ways;

- Impact Document
- SCERTS
- Annual EHCP Review
- Assessment tracking
- Accreditation outcomes
- Standardised assessments in English- YARK and BPVS
- SALT/OT/Behaviour Assessments

We have a focus on the holistic evidence and value progress shown over time; this is gathered in the following ways:

- Learning journals
- Videos
- Wow moments

In summary, types of evidence for ongoing use: quantitative and qualitative:

- Quality of Education Document
- Pupil assessments

- Tracking of internal data
- Lesson observations and changes over time of the profile of teaching (1-page profiles)
- Quality assurance of Teaching and learning – (See Teaching and Learning Policy).
- Collated information (attendance, bullying, accidents, incidents, etc.)
- Observations of behaviour and attitudes towards learning, curriculum engagement
- Views from focus groups (pupils, parents, staff)
- Sampling (e.g. work scrutiny, case studies)

In addition, we highly value progress for our pupils which cannot always be measured.

6. a) Effectiveness of learning; attainment and progress;

Expected progress is individual for each pupil and the curriculum pathway a pupil is on in addition to their starting point and what stage of transition into school they are at.

These expectations may vary based on attendance, changes in behaviour or readiness to learn, all of these areas are monitored closely and form the data recorded.

Progress data for all pupils, across all pathways is ongoing and closely internally monitored on a regular basis. This is then reported back to teachers on a termly basis. Teachers then amend their planning accordingly to address any issues raised. If any pupils are found to be significantly below expectations, then targeted intervention work may be arranged and other factors will be investigated. English and maths (where appropriate) are similarly externally monitored with other special schools on a termly basis.

b) Effectiveness of curriculum on preparation for next stage of education and life

The Ribble Autism School works to provide a holistic and highly individualised approach to help pupils prepare for lifelong learning by developing knowledge and skills relevant to their needs. All pupils have a personalised curriculum and work along one, or more, pathways towards their goals. The curriculum options include a wide range of enrichment activities, therapy sessions and life development opportunities. The personalised curriculum is frequently reviewed and amended according to progress, assessed needs and aspirations.

Appendices

Appendix 1- Curriculum Pathway planner, Learner characteristics

Appendix 2-Medium term overview example

Appendix 3-Thematic Cycle

Appendix 4-SCERTS partner stages

| Learner characteristics | | | | | | Provision | | | | | | Assessment | | | |
|-------------------------|---|--|---|--|--|---|--|--|---|--|--|--|-------------------------------|--|---|
| Pathway | Communication | Characteristics of learner | Play Stage (Cognitive/Social) | Ability to Engage | Developmental Levels | Focus | Underlying Approach | Environment | Engagement Focus | Curriculum Areas | Generalised Outcome | Recommended Developmental Assessment(s) | Statutory | Recording | Summative |
| Pre-formal | Pre-intentional Anticipatory Intentional-Requesting | Profound and Multiple Learning Difficulties. | Cognitive: Unoccupied. Some early Physical Play. Social: Unoccupied. Solitary. Some Onlooker. | Adult initiated engagement initially developing into self-initiation of intentional communication or action on the environment | EYFS: B- 11/ 8-20 P1- 3ii RfL Step 1- 43 | Early Developmental Skills. Early Communication. Therapeutic Input. | Therapeutic sensory based adult led approach to teaching early developmental skills. | In the areas of: Activities; Resources/ Objects; Engagement Motivators Times of Day/ Events; Support/ Interaction/ People; and rooms/ Environments | Areas of persistence. Anticipation. Initiation. Exploration. Realisation. | Communication & Social Relationships. Cognition & Challenge. Self Determination & Independence. Sensory & Physical Wellbeing. Creativity, Outdoor Learning Experience. | Autonomy across a range of contexts: through self-initiated communication or interaction | SCERTS REAL assessment | The Engagement Model | Recording Framework: Early learning platform: Generalisation, Fluency, Independence and Maintenance, of skills and knowledge measured against personalised targets outlined in annual reviews across the areas of Cognition and Learning, Communication and Interaction, Sensory Physical Development and Social, Emotional and Mental Health Development. | Pupil Progress Meetings and impact documents (Deep Dive discussion drawing on all evidence. Sources include developmental assessments, recorded observations (video, photographs, written), deep dive pupil progress meetings and professional opinion. Progress and attainment is judged to be making, little Progress; requiring Case Study & Intervention; Good Progress and/ or Excellent Progress |
| | Informal: Explore Explore | Anticipatory Intentional-Requesting. Intentional- 1- 3 Key Word | SLD. Complex attention & interaction needs. Inability to tolerate uncertainty Solitary: Unable to tolerate others or demands | Cognitive: Physical Play with Objects Social: Unoccupied. Solitary Onlooker. | Fleeting engagement or a lack of meaningful engagement where persistence is good. Low levels of anticipation, exploration and realisation. | RfL Step 26+ Contingency Awareness EYFS 8- 20/ 16-26 P Scale 4- 6 Engagement Step 1-3 | Sensory Regulation. Communication & Interaction. Engagement: Anticipation. Tolerating Uncertainty Tolerating Others: Parallel Play | | Low demand Play based approach facilitated by motivating environment. (Informal Approach) | Areas of persistence. Anticipation. Initiation. Exploration. Realisation. | Independence. Play & Leisure Communication, Language & Literacy Thinking, Problem Solving & Maths Social Play & Shared Attention Stories & Narratives The World About Me Expressive Arts Physical Well-being | Tolerating Others: Parallel Play Tolerating low level demands. Some low tolerance of uncertainty Ability to persist/meaningfully engage with learning outcomes beyond engagement. | SCERTS REAL assessment | | |

| | | | | | | | | | | | | | | | | |
|--|----------------------|------------------------------|---|---|---|---|--|--|--|--|--|---|----------------------------------|--|--|--|
| | Semi-Formal: Explore | Intentional 1-3 key words | SLD. Complex attention & interaction needs. Inability to tolerate uncertainty but will tolerate demand. Possibly some early subject specific learning in (literacy and numeracy) | Cognitive: Physical Play. Play with Objects. Symbolic. Social: Onlooker. Parallel | Fleeting engagement or a lack of meaningful engagement where persistence is good. Low levels of anticipation, exploration and realisation. | RfL> PKS 1-3 EYFS 8- 20/16- 26/ 22- 36 P Scale 4-8 Engagement Step 4-6 Progression Step 1-2 | Sensory Regulation. Communication & Interaction Anticipation. Initiation. Exploration. Attention. Interaction. Persistence. Shared Attention Associative Play | Play based approach facilitated by motivating environment. | | Areas of persistence. Anticipation. Initiation. Exploration. Realisation. | Independence Communication, Language & Literacy Thinking, Problem Solving & Maths Social Play & Shared Attention Stories & Narratives The World About Me Expressive Arts Physical Well-being Relationships Education Outdoor Learning & Forest School | Shared Attention Associative Play Tolerating demands to engage in work and play. Tolerance of Uncertainty Self-initiation at motivating activities. | SCERTS REAL assessment | The Engagement Model Progression steps 1-3 | | |
|--|----------------------|------------------------------|---|---|---|---|--|--|--|--|--|---|----------------------------------|--|--|--|

| | | Learner characteristics | | | | Provision | | | | | | Assessment | | | | |
|---|--------|---------------------------|--|---|---|--|---|---|---|--|---|--|---|---|--|--|
| Pathway | | Communication | Characteristics of learner | Play Stage (Cognitive/Social) | Ability to Engage | Developmental Levels | Focus | Underlying Approach | Environment | Engagement Focus | Curriculum Areas | Generalised Outcome | Recommended Developmental Assessment(s) | Statutory | Recording | Summative |
| Semi-Formal: Play (use across all pathways) | | Intentional 1-3 key words | SLD. Independently initiates meaningful engagement across a range of contexts and environments. Some early subject specific learning (literacy and numeracy) | Cognitive: Symbolic Play Pretend Play Social: Parallel Associative | Good self-initiated persistence at play activities | PKS 1-3 EYFS 8- 20/16-26/ 22- 36 P Scale 4-8 Engagement Step 4-6 | Thinking & Problem Solving. Initiation. Exploration. Realisation developing into Cross-contextualisation of Learning. Social, Collaborative Play & Shared Attention | Play based approach facilitated by motivating environment. Specific teaching of relevant reading strategies. Functional Play & learning | Engagement motivators In areas of: Activities; Resources/ Objects; Times of Day/Events; Support/Interaction/ People; and Rooms/Environments | Areas of Persistence. Anticipation. Initiation. Exploration. Realisation. Realisation developed to the point of cross-contextualisation of understanding across activities, resources, social understanding and environments. | Communication, Language & Literacy Thinking, Problem Solving & Math independence Stories & Narratives The World Around Me Expressive Arts Physical Wellbeing Relationships Education Outdoor Learning & Forest School | Cross-contextualisation of understanding across activities, resources, social understanding and environments. The ability to functionally apply communication, literacy and numeracy (PKS 1-3). | SCERTS REAL assessment | The Engagement Model Progression steps 3 onwards Phonics screening check year 1 | Recording Framework: EarlyWig Evidence for Learning platform). Generalisation, Fluency, Independence and Maintenance, of skills and knowledge measured against personalised targets outlined in annual reviews across the areas of Cognition and Learning, Communication and Interaction, Sensory Physical Development and Social, Emotional and Mental Health Development. | Pupil Progress Meetings and impact documents (Deep Dive discussion drawing on all evidence. Sources include developmental assessments, recorded observations (video, photographs, written), deep dive pupil progress meetings and professional opinion. Progress and attainment is judged to be making: 'little Progress; requiring Case Study & Intervention'; Good Progress and/ or Excellent Progress |
| | Formal | Intentional 4 Key Words + | SLD. Accessing subject specific learning in most areas. | Cognitive: Rule Based Games Social: Co-operative Play | Good persistence at learning activities A developed ability to apply skills cross contextually | PKS 4-6 EYFS 30-50/ 40-6/ ELG P Scale 8 + Progression Step 2/3 + | Continuing to apply knowledge and skills to a range of contexts. Subject Specific Learning in English, Maths, Science, RE supported by semi-formal areas. | Semi play based approach facilitated by motivating environment. Some timetabled focussed teaching of subject specific areas. | | Areas of: Persistence. Self-initiation. Cross-contextualisation (realisation developed to true cross contextualisation) | Literacy Maths RE Science Independence Stories & Narratives The World About Me Expressive Arts Physical Wellbeing Relationships Education Outdoor Learning & Forest School | The ability to functionally apply communication, literacy and numeracy (PKS 4-6) | SCERTS REAL assessment | Progression steps Phonics Screening check year 1 Times Tables check in year 4 | | |

| | | | | | | | | | | | | | | | |
|-----------------------------|------------------------------|---|--|--|-------------------------------|--|--|--|---|--|---|----------------------------------|---|--|--|
| Formal: National Curriculum | Intentional 4 Key Words + | SLD. Accessing subject specific learning in most areas. | Ability to play at any cognitive/social stage across any context; thus supporting the cross contextual application of skills and knowledge to the real world | Good persistence at learning activities | PKS 4 by the end of Year 5 | Timetabled focussed teaching of subject areas. | Timetabled focussed teaching of subject areas | | Persistence at adult and self-initiated learning. | English Maths RE Science Independence Stories & Expressive Arts Physical Wellbeing Relationships Education Outdoor Learning & Forest School | Continued ability to functionally apply literacy and numeracy (PKS 4- 6). Developing into functional application of broader understanding and academic progress. | SCERTS REAL assessment | Progression steps Times Tables check in year 4 End of Key Stage assessment | | |
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My communication, Language and Literacy- Links to Developing employability or being an active citizen (PFA)

Sensory stories: Pupils will experience listening to stories of a familiar theme and will engage in sensory sessions linking to the common theme within each story, fiction stories covered this term are;

Busy People: Fire Fighter by Lucy George

Busy People: Police Officer By Lucy George#

Busy people Doctor by Lucy George

Going to the Dentist by Ann Civardi

For more see [People Who Help Us Story Books with Activities - Twinkl](#)

Through this topic pupils' will have the opportunity

- To build up a bank of clear and unambiguous likes and dislikes
- To engage in a declarative 'conversation' with another
- (For the learner) to retell the story as best they can
- To respond appropriately to a greeting from a familiar adult
- To make choices from identified favourite objects/activities e.g. 'train' or 'ball'.
- To follow a simple single instruction
- To listen to a another person

My Independence Links to Developing independence (PFA)

This topic allows pupils to develop a greater level of independent skills, through engaging activities which promote dressing and undressing skills, shopping skills, cooking and travel skills.

Through this topic pupils' will have the opportunity

- Identifying items of clothing
- Recognising a £1 coin
- Preparing oneself for a cooking activity
- Walking independently outside of school

My Personal Development and Cultural Capital

Pupils will visit local shops, cafes, parks, fire station, visit from a police officer, paramedic etc and library.

My Play and Leisure- Links to Developing Good Health (PFA)

This topic allows pupils to participate in 11 games, small group games, free play and have access to role play dress up of people who help us, small world figures, structured play, opportunities for parallel play and attention bucket activities.

Through this topic pupils' will have the opportunity

- Activity Games
- Free exploration-tuff tray activities
- Sensory play and exploration activities
- Playing with a common central resource e.g. ball and bat
- Socio Dramatic- role play area, people who help us dress up

My Thinking, Problem Solving and Numeracy Links to Developing employability or being an active citizen (PFA)

This topic provides opportunities for pupils to develop their memory building skills, to further develop their independent solutions and generalisation skills.

Pupils will repeat games such as Kim's game to build on memory and observation skills and sorting activities to develop executive functioning skills.

Pupils will take part in group Numeracy sessions, incorporating number songs and begin to explore 2d and 3d shapes.

Through this topic pupils' will have the opportunity

- To find my lost items through games and sabotage
- To match Tobis to real life object- lunch box, hat, headphones, wellington boots, etc.



People Who help us



My Creativity Links to Developing independence (PFA)

Through this topic pupils' will have the opportunity

- Explore copying and continuing a pattern using a variety of objects and materials as well as identifying differing objects by their shape and differing size.
- Exploring fine motor movement and mark making.
- Exploring primary and secondary colour
- Exploring printed rubbings
- Exploring various 3D shapes.
- Exploring using digital media to create ideas for differing media.
- To explore the process of using differing materials to push/pull/poke in and out/over and under to create a woven effect.

My Creativity Links to Developing independence (PFA)

This topic provides opportunities for pupils to participate in physical activities, sport, eating healthily and improve their mental health and wellbeing by accessing offsite activities.

Through this topic pupils' will have the opportunity

- To develop gross motor skills using large play equipment.
- To warm-up and become familiar, comfortable and ready to engage in the main body of the session.
- To recognise oneself as part of various families and communities.
- To know why we eat and why we drink.

My Enrichment opportunities- Links to developing friendships and being part of a community (PFA)

Pupils will have weekly music therapy sessions, movement to music and sensory drama. In addition, pupils will access Horse Riding lessons, Sensory Play centre and play swim sessions.







My SCERTS Curriculum- Links to PFA

Pupils are on Social Partner Sage therefore have access to intensive and multi sensory experiences.







Through this topic pupils' will have the opportunity

- Design and make police badge (shiny foil and paper)
- Potato printing Spot the difference, Kim's games
- Picture matching
- Picture object matching
- Cause and affect sessions
- Bubble play, bubble printing, bubble blowing and hoop bubbles


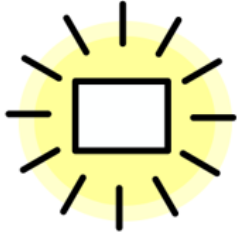



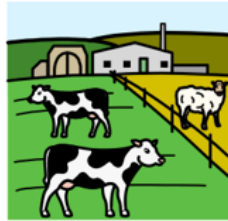
Cycle A and Cycle B Semi-Formal Curriculum

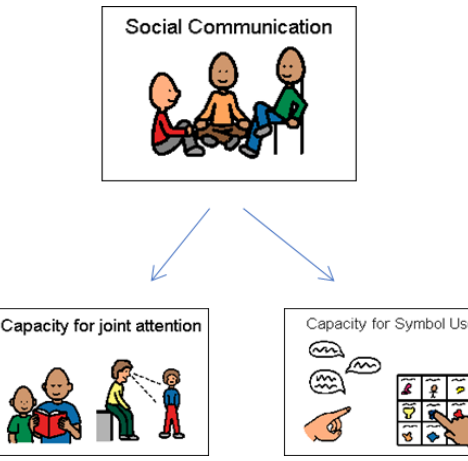
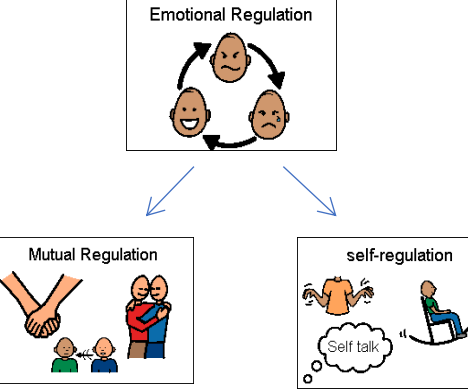
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| <p>Autumn Term Come Celebrate</p>  | <p>Spring Term People who Help Us</p>  | <p>Summer Term Spectacular Space</p>  |
| <p>Autumn Term Wandering around the World</p>  | <p>Spring Term Spectacular Seaside</p>  | <p>Summer Term Magical Me</p>  |

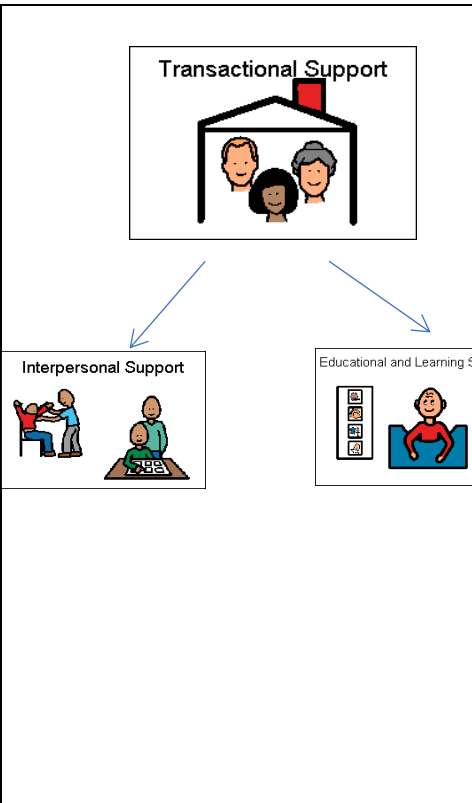
Cycle C and Cycle D Semi-Formal Curriculum

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| <p>Autumn Term Joyful Journeys</p>  | <p>Spring Term Wonderful Weather</p>  | <p>Summer Term Amazing Aliens</p>  |
| <p>Autumn Term Life in the Circus</p>  | <p>Spring Term Pirates' life for me</p>  | <p>Summer Term Down in the Jungle</p>  |

Cycle E and Cycle F Semi-Formal Curriculum

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| <p>Autumn Term Dinosaur Time</p>  | <p>Spring Term New beginnings</p>  | <p>Summer Term Terrific Transport</p>  |
| <p>Autumn Term Wonderful Winter</p>  | <p>Spring Term Stone Age</p>  | <p>Summer Term Fantastic Farm</p>  |

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| Social Communication | <p>Social Communication is divided into two areas of need.</p> <p>Joint attention examines the skills required for an individual to engage with another person – to see them as a communication partner.</p> <p>Symbol Use examines how somebody represents their thoughts feelings and ideas to others – be it through the spoken word/symbols/writing/gesture/non-verbal communication.</p> |  <p>The diagram for Social Communication shows a central box labeled 'Social Communication' with an illustration of three children sitting and talking. Two arrows point down from this box to two separate boxes. The left box is labeled 'Capacity for joint attention' and shows an illustration of two children looking at a book together. The right box is labeled 'Capacity for Symbol Use' and shows an illustration of a hand pointing to a symbol on a board.</p> |
| Emotional Regulation | <p>Emotional regulation is divided into two areas of need.</p> <p>Mutual Regulation – examines how a child is able to remain in a well-regulated, available to learn state with the support of other people.</p> <p>Self-Regulation – examines how a child is able to remain in a well-regulated, available to learn state through the use of their own strategies.</p> <p>Both areas explore a child's ability to recover from extreme dysregulation either with or without the help of other people.</p> |  <p>The diagram for Emotional Regulation shows a central box labeled 'Emotional Regulation' with an illustration of three faces in a cycle, representing different emotional states. Two arrows point down from this box to two separate boxes. The left box is labeled 'Mutual Regulation' and shows an illustration of two children hugging. The right box is labeled 'self-regulation' and shows an illustration of a child sitting on a chair with a thought bubble labeled 'Self talk'.</p> |

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| <p>Transactional Support</p> | <p>This section of the programme examines how we support our young people in achieving gains in Social Communication and Emotional Regulation. It considers: -</p> <p>Interpersonal Supports – targets are included in terms of interaction and communication styles. The focus is on how we engage with our pupils and establish the right balance between being supportive and developing independence.</p> <p>Learning Supports – These are the specific resources and tools that we need to give our pupils in order for them to learn, engage and develop independence e.g. visual supports, sensory regulators, break strategies etc.</p> |  <p>The diagram illustrates the components of Transactional Support. At the top, a box labeled 'Transactional Support' contains an icon of three people (two adults and one child) under a house-like shape. Two blue arrows point downwards from this box to two separate boxes below. The left box is labeled 'Interpersonal Support' and contains an icon of two people interacting, one standing and one sitting. The right box is labeled 'Educational and Learning S' (partially visible) and contains an icon of a person sitting at a desk with a computer monitor displaying a grid of icons.</p> |
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