



GRANTA SCHOOL CURRICULUM

PRINCIPLES & FRAMEWORKS



School Aims



Curriculum Intent

At Granta School, we provide a broad, balanced and relevant curriculum that is highly personalised and therefore appropriate to the needs of each pupil within the school. The school caters to a wide range of abilities and needs and as such we ensure that our curriculum is flexible enough to ensure all pupils receive experiences & opportunities that develop their knowledge and support them to acquire new skills & attributes. We promote pupils holistic development through inclusion of functional and subject specific skills and knowledge in a range of practical contexts and opportunities for sequences of repetition and practice in a range of contexts are essential as pupils often have difficulties in maintaining, generalising and applying learning in different contexts.

We believe that all the experiences that a pupil encounters, from their arrival at school to the time they leave each day, present learning opportunities and the curriculum at Granta is therefore not just classroom-bound. It is reflected in the school environment, the conduct and values modelled by all staff and the carefully-planned and sensitive support we provide. Learning takes place all over the school site and in the local community, using classrooms as a secure base for pupils, with further opportunities capitalised in the routines of transition times, break-times and times of self-care.

Our curriculum aims to prepare our pupils from the earliest years to be as independent as they can possibly be, tracking backwards from the Preparing for Adulthood outcomes to ensure we are always promoting good health, independence, career opportunities and community inclusion for all our learners when they leave us. As such, we provide a wide range of exciting, inclusive and personalised learning opportunities to support them to develop key life skills, including communication, self-care skills, everyday living skills and functional English, Maths and ICT skills.

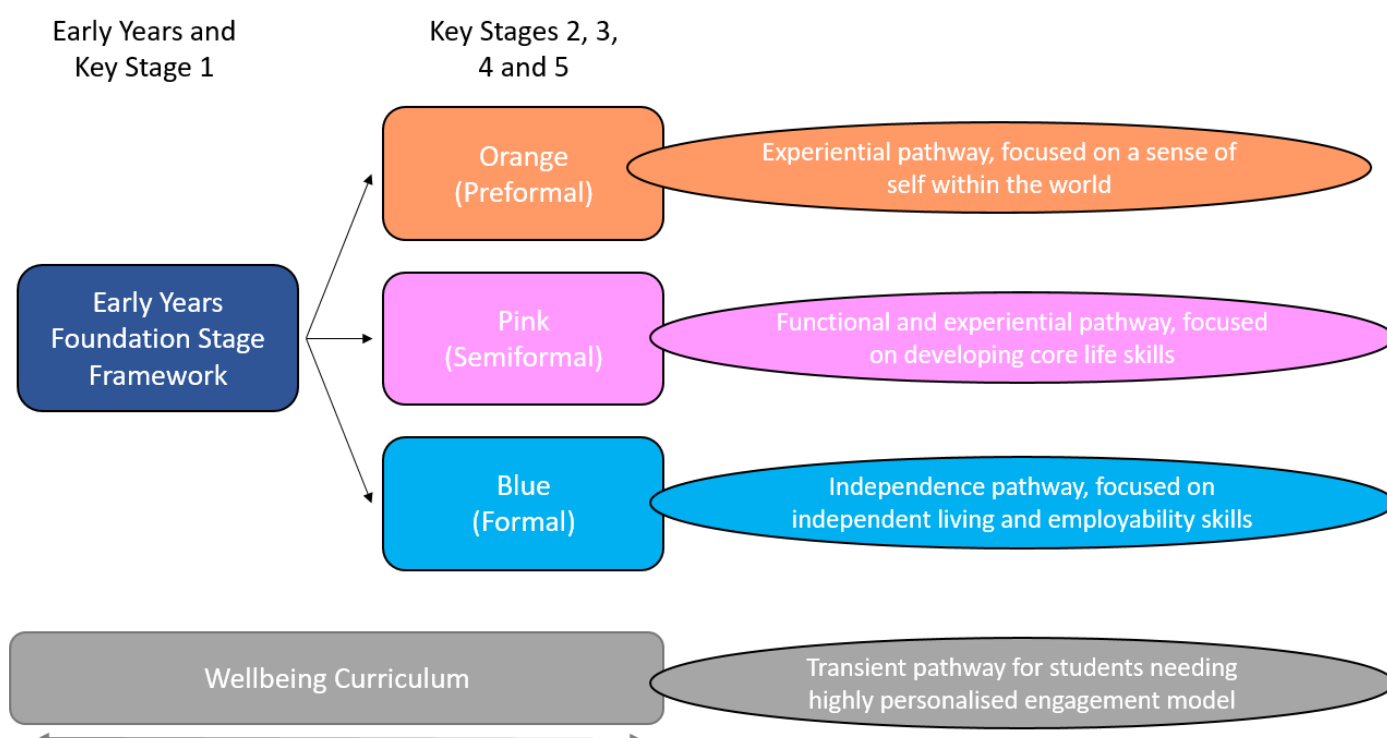


Curriculum Implementation

At Granta, the curriculum for our youngest pupils is delivered through the Early Years Foundation Stage (EYFS) curriculum. These early experiences help to build and secure a foundation for learning throughout the school years.

Beyond the EYFS, the main curriculum follows three pathways, Pre-Formal, Semi-Formal and Formal. We also have a Wellbeing curriculum that runs alongside the pathways, for the hardest to reach students that require individual support due to highly aggressive or self-injurious behaviours, or self-isolation.

Pathways Model



The five key strands of Communication, Cognition, Physical, Social and Self Care, and Independence are the basis of all our pathways and the learning across these areas takes place throughout the day in every activity, location and situation.



The areas of learning (subjects) and timetable weighting differ between pathways, however all allow for a rich mix of learning experiences and coverage across the National Curriculum.

These are as follows:

- ❖ Communication (Expressive Language, Receptive Language, BSL and Social Skills)
- ❖ Functional Skills (English & Maths)
- ❖ Skills for Life (Cooking, Travel Training, Self Care, Independent Living, Enterprise, Work Skills, Community Visits)
- ❖ Digital Literacy (Computing, ICT, Citizenship)
- ❖ Physical Development (PE, Swimming, Physio, Hydrotherapy)
- ❖ Personal Development (PSHE, RE, RSE)
- ❖ Creativity & The World (Art, DT, Science, History, Geography)

Additional provisions such as Forest School and Duke of Edinburgh encompass a number of these areas of learning.

We do not teach Modern Foreign Languages at Granta. All our students are working at a level at least 4 years below age expected standards and all of our students have Communication and Interaction as an area of need on their EHCP. The vast majority of our students are significantly language delayed, including our most able Formal pathway learners. Our focus is therefore on developing communication in English and/or Sign Supported English with British Sign Language signs. Students experience other languages during cultural days and weeks and when learning about other countries.



CURRICULUM AIMS

CURRICULUM AREAS OF LEARNING

ORANGE PATHWAY	PINK PATHWAY	BLUE PATHWAY	WELLBEING
<ul style="list-style-type: none"> ✧ To communicate preferences, wants, needs and opinions ✧ To accept, co-operate with and contribute to physical and self care routines and accept help from others ✧ To be content in their own company and entertain themselves for short periods of time ✧ To confidently interact with different people and be accepting of social and community activities ✧ To participate in early exploratory learning to develop an understanding of their immediate environment 	<ul style="list-style-type: none"> ✧ To interact with others, make choices and follow instructions and directions ✧ To establish key skills in literacy, numeracy and ICT and apply them in daily life ✧ To make positive relationships with other people and take responsibility for themselves ✧ To develop skills which will enable them to be more independent now and in adult life ✧ To learn about the wider world and express themselves creatively 	<ul style="list-style-type: none"> ✧ To effectively communicate with a range of audiences ✧ To develop a sense of responsibility and keep themselves and others safe ✧ To develop personal independence along with the skills to move into employment in adulthood ✧ To form meaningful relationships with others and play a part in their local and wider community ✧ To develop functional English and Maths skills that are needed in everyday life and that may lead to qualifications 	<p>5 Pillars:</p> <ul style="list-style-type: none"> ✧ Be Active ✧ Keep Learning ✧ Give Back ✧ Connect ✧ Take Notice
<ul style="list-style-type: none"> <input type="checkbox"/> Communication <input type="checkbox"/> Cognition <input type="checkbox"/> Physical <input type="checkbox"/> Social <input type="checkbox"/> Self Care and Independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Communication <input type="checkbox"/> Functional English & Maths <input type="checkbox"/> Skills for Life <input type="checkbox"/> Digital Literacy <input type="checkbox"/> Physical Development <input type="checkbox"/> Personal Development <input type="checkbox"/> Creativity & The World 	<ul style="list-style-type: none"> <input type="checkbox"/> Literacy & Communication <input type="checkbox"/> Functional Maths & Finance <input type="checkbox"/> Skills for Life <input type="checkbox"/> Digital Literacy <input type="checkbox"/> Physical Development & Healthy Lifestyles <input type="checkbox"/> Personal & Social Development <input type="checkbox"/> Creative Development <input type="checkbox"/> Understanding the World 	<ul style="list-style-type: none"> <input type="checkbox"/> Personalised timetable based on high level of adult support and activities focused on student interest and motivation



CURRICULUM AREAS OF LEARNING TIMETABLE WEIGHTINGS (25 sessions)

In 6th form the timetable may be variable due to work experience and accreditations, however coverage will always be taken into account to ensure a breadth of experience.

ORANGE (Zebra & Fitzwilliam)	PINK (Panda, Penguin, Seahorse, Starfish, Octopus, Coral, Pemberton)	BLUE (Badger, Orca, Turtle, Dolphin, Angelfish, Jellyfish, Darwin)
<ul style="list-style-type: none"> ➤ Communication ➤ Cognition ➤ Physical ➤ Social ➤ Self Care and Independence <p>Needs led through personalised daily timetable</p>	<ul style="list-style-type: none"> ➤ Communication (2) ➤ Functional English & Maths (4+4) ➤ Skills for Life (5) ➤ Digital Literacy (2) ➤ Physical Development (4) ➤ Personal Development (2) ➤ Creativity & The World (2) 	<ul style="list-style-type: none"> ➤ Literacy & Communication (4) ➤ Functional Maths & Finance (4) ➤ Skills for Life (5) ➤ Digital Literacy (2) ➤ Physical Development & Healthy Lifestyles (4) ➤ Personal & Social Development (2) ➤ Creative Development (2) ➤ Understanding the World (2)

Monday	PLG Focused Learning		Snack & Play			LUNCH	PLAY	MINDFULNESS			Dismissal from classes
Tuesday											
Wednesday											
Thursday											
Friday											



EARLY YEARS CURRICULUM OVERVIEW

Starting school is a big step for young pupils and their families. Our Early Years department aims to make the transition between leaving primary carers and/or an early years setting and going to school as easy possible through providing a safe and stimulating environment with attentive and responsive staff. The learning opportunities are a mixture of play based and adult directed tasks but they are engaging and fun. Our Early Years department aim to create an environment to foster an inquisitive mind and build on the early life skills which will support each young person as their education journey continues.

Following the Early Years Framework, our pupils experience a range of engaging activities based around the 3 Prime and 4 Specific areas to encourage development and progression. There are 4 overarching principles for all Early Years Practitioners to follow, which lend themselves well to the values of Granta School:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates.

As part of the planning and assessment within Early Years, teaching staff reflect on The Characteristics of Effective Learning. These enable teaching staff to provide a balance of adult-directed tasks alongside child-initiated play and learning opportunities; providing a focus on how children learn, rather than what they learn:

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

Schemas and the understanding of some repetitive behaviours shown in young children allow for practitioners to further tailor activities and experiences to help children refine and make links between skills and knowledge.

As part of the core understanding of SEND development and how best to support pupils learning, progression per age expectancies are not followed and pupils individual capabilities and learning targets are focused on. This allows our youngest learners to focus



on skills which will benefit them and enable them to develop as and when they are cognitively and physically able to.

Organisation of the Curriculum

Topic based

To enable each young learner to develop to their full potential, pupils in the Early Years follow a different topic each half term to provide content and context to the learning. Prime and Specific areas can be linked to this overarching topic, as well as follow individualised targets where appropriate for individual development.

Time and repetition

The flexible and child centred approach to the Early Years curriculum allows time for children to repeat activities to further their understanding and ability to transfer skills. Sometimes, some of our pupils need extra time to recognise and respond to an event and so scripted routines can be used to provide a familiar and repetitive structure in which they can start to anticipate. For our youngest pupils, structure and routine can be especially important as they continue their journey of understanding and influencing the world around them; key parts of every day follow the same script to allow for pupils to be able to predict what is going to happen and anticipate key moments.

Areas of learning

The prime areas are particularly important to childhood development and underpin all future learning:

- Communication & language
- Physical development
- Personal, social and emotional development

The 4 specific areas aim to expand a child's interests and knowledge whilst encouraging further development across more focused subjects:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

More information about the 7 areas of learning can be found on the Government website. The Early Years curriculum has been updated in 2021 and our teaching staff in Early Years have kept up to date with the changes.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>



Specialist Teaching Approaches and Interventions

Specialist teaching approaches and interventions are used flexibly in response to pupils' changing strengths, needs and priorities and are delivered by our highly trained staff and other specialist professionals. Some of these may be specifically timetabled, while some are embedded within the curriculum. Some of our specialist teaching approaches and interventions include:

- Total Communication e.g. (objects of reference, picture cues, symbols, signing (BSL and/or on-body), written and spoken word, visual timetables, switches and AAC)
- PECS (Picture Exchange Communication System)
- Sign Supported English (BSL)
- Colourful Semantics
- Intensively interacting to aid communication
- Multi-Sensory activities
- TAC PAC
- TEACCH style approach to learning
- Attention Autism
- Write Dance
- Therapy programmes
- Therapeutic Counselling
- Wellbeing Curriculum

For our youngest pupils we group them together by age, this means there can be a range of learning styles and needs in one classroom. To ensure the teaching and learning is effective and best suited for pupils, a range of strategies and approaches are used to make each lesson meaningful.

Play is the most natural form of learning for a child, and also the easiest way for connections to be made over different contexts. Using the medium of play in all its forms (role play, small world, messy, dressing up, construction, etc) adults are able to teach new skills, communication and social interactions in a natural way.

Allowing children to explore with all their senses can encourage children to engage with the world around them, as well as help them to understand the impact they themselves can have on the world. Intensive interaction, TACPAC, massage, music & movement, resonance boards and soundbeam music are some of the examples of teaching activities we provide for a sensory curriculum. For our more sensory learners, we will provide links with the Pre-Formal Pathway classes where they can attend the Sensory Assembly as well as some of their lessons. Our class teachers can share ideas and resources to ensure that all the needs of our pupils are met and we can support individual targets.

We recognise that our young pupils also need to develop their use and control of their bodies, as well as experiencing different movements through adding elements of risk taking. The early years classroom has access to 2 outside areas, 1 is attached to the classroom and is sheltered from the elements, and there is also access to the playground for play times and Outdoor Learning. The playground has murals painted on the walls to stimulate imaginations and stories, helping to set the scene; there is climbing equipment, a sand pit and mud kitchen, ride on toys and grassy areas. The staff also set up activities to prompt



play development and playground games are played together. Forest School is also another opportunity for the children to develop their physical skills in a natural environment where the sessions are child led and focus on their interests. Tree climbing, rope ladders and obstacle courses all provide an element of challenge and excitement for the children.

The use of the hydrotherapy pool also supports pupils' physical development, as well as building confidence and social skills in a new learning area. The staff work with physiotherapists to deliver therapy plans as needed and regular swimming lessons are provided for all of the children.

It is important that the skills we are teaching our youngest learners are meaningful to both themselves and also to prepare them for continuing their future education and as such we aim to provide practical activities which promote life skills and independence in line with individual capabilities. Cooking lessons and visits into the local community.

How do we know if it's working?

The curriculum is monitored and evaluated to ensure it is working, through assessment, attainment and progress reviews as well as gathering a holistic overview to capture the full picture of pupil progress. Pupil progress meetings take place termly and include information from available data and assessments, work books and online evidence, observations, engagement, pupil voice, parent and professionals' feedback, behaviour and attendance and pupil wellbeing.

The range of measures and assessments used are different across the key stages and include:

- Early Steps (Development Matters in the EYFS)
- Early Years Foundation Stage Profile (Reception)
- Characteristics of Effective Learning
- Early Learning Goals
- Communication Framework
- Life Skills Passport
- AET Progression Framework
- PLGs which track a pupils progress against 10 key targets
- Annual Reviews of EHCPs (6 monthly at Nursery age)
- Progress meetings with teachers which reflect on pupil achievement
- Behaviour data
- Targets taken from plans provided by therapists
- Evidence For Learning
- Pupil and parent feedback
- Learning walks & work scrutiny
- Teaching and learning conversations



Observations are an important tool in the Early Years department as they enable the Practitioner to see the strengths and needs of each child, to see what engages them and allows for planning of Next Steps. A mixture of long and short observations are regularly carried out to inform practise and to see where a child's interests lay; observations are done with a purpose and to show key development of a skill (where possible) and are used to inform Next Steps and future planning.

The Great Expectations for Early Years and KS1 teaching is in line with that of the Semi-Formal pathway.



PRE-FORMAL (ORANGE) PATHWAY CURRICULUM OVERVIEW

INTENT

In the pre-formal pathway we aim to support our pupils to communicate their needs, wants and opinions using individual communication systems. We support our pupils to understand their immediate environment and the impact they can have on it. We help pupils develop their fine and gross motor skills and use these to contribute as much as is possible independently to their daily lives. We support pupils to become confident in interacting with others.

Pupils join the pathway in KS2 and can work through to the end of their 6th form year. Our pupils learn through hands on physical and sensory activities and as such follow a very experiential curriculum. Progress through the pathway is based on breadth of experiences and opportunities and enables pupils to consolidate their skills and generalise them to different contexts. Our pupils do not tend to follow linear development progression and require a long period of time to develop and consolidate new skills and as a result may continue working on the same skills for a number of years. Pupils follow a topic based approach to their learning which enables them to continue to be excited by their learning with new and fresh experiences while continuing to consolidate their skills. This topic is shared across both classes in the department as the experiences remain relevant to the students regardless of their age. The nuances of how these are approached may alter across the classes according to pupil need.

In KS2 and KS3 the curriculum supports pupils to:

- Maintain their physical, medical and emotional wellbeing so they can be ready to learn
- Develop their early communication skills through gesture / body language and where appropriate exploring signing, symbols, object cues and augmentative technology
- Develop their ability to communicate their choices, wants, needs and opinions. As much emphasis is placed on pupils communicating 'no' or 'I don't like that' as it is on communicating positives
- Develop early exploration and manipulation skills to enable pupils to engage in their world
- Develop early cognitive skills and key concepts such as cause and effect
- Engage with other people and take interest in shared experiences and interactions
- Support pupils to be as independent as possible and do as much as they can for themselves
- Experience the world around them and the wider community

In KS4 and KS5 the curriculum aims remain the same but in addition to the topic based learning pupils also have the opportunity to extend their learning by accessing the ASDAN Life Skills Challenges and working towards a series of challenges which reflect and celebrate their achievement and progress.



IMPLEMENTATION

Organisation of the Curriculum

Topic based

Pupils in the pre-formal pathway follow a topic based approach to learning as opposed to compartmentalised subject areas. This enables learning to be more meaningful and suits the holistic way in which our pupils learn. The topic overview provides pupils with a broad range of experiences during their time in the pathway and are tailored to the current cohort, linking to pupil's interests, experiences and cultural backgrounds. As far as is meaningful, all activities throughout the week reflect the current topic which provides a stimulus for learning.

Time and Repetition

Pupils in the pre-formal pathway require plenty of opportunities for repetition in order to be able to recognise, respond, anticipate and contribute to learning experiences. Our pupils require longer periods of time to adjust and respond to experiences so we have longer lessons to allow pupils to become really engaged in the lessons. Many of our activities are scripted so pupils will have learning opportunities which remain either the same or very similar each week for half a term to build in repetition and allow the pupils to become really familiar with experiences.

Areas of learning

To reflect the holistic ways in which our pupils learn rather than traditional subject areas the weekly timetable in the pre-formal pathway is based on the areas of learning which are most relevant for our students. These are physical, communication, cognition, self-care and independence and social development. These align closely with the areas of need identified in EHCP's.

Physical

We recognise that in order to be ready to learn pupils need to have their basic physical and health needs met. As a result of the complex needs, meeting pupils' physical and individual health and nutritional needs forms the basis of each pupil's timetable. Physiotherapy programmes, therapy equipment and changes of position are embedded into the day alongside learning activities so that pupils remain as comfortable as possible throughout the day and do not miss out on learning opportunities. Pupils are supported to develop their gross motor skills through activities such as music and movement, outdoor learning or swimming and are encouraged to explore the different ways in which their bodies move and help them to develop more control over their movements. Fine motor skills are developed through activities such as messy play and art where pupils are supported to develop their grip, hand, arm and finger movements and where appropriate use of tools. Where appropriate this incorporates OT advice.

Communication

Communication skills are key for our pupils and run as a thread throughout all activities. Pupils will work on communication strategies as individually appropriate



including intensive interaction, symbols, photos or augmentative technology such as switches or the eye gaze. We focus on developing pupil's ability to advocate for themselves by communicating their choices or to communicate 'yes' and 'no' as well as working on building anticipation, turn taking and understanding of language.

We use a variety of texts as stimulus for our learning which link to our topic. Students experience these through sensory stories, massage stories and stories on the resonance board. We cover a broad spectrum of authors and themes and provide a rich literary experience. More information on the texts covered can be found in the curriculum cycle.

Cognition

Through our topics pupils are supported to develop early cognitive skills as developmentally appropriate which are based around pupils exploring and responding to their immediate environment. Pupils have the opportunity to experience a wide range of stimuli which stimulate all of the senses and support pupils to develop their exploratory skills. There is a focus on developing cause and effect skills and supporting pupils to understand the impact their actions can have on the world around them – we aim for our students to be active participants in their world. Students are supported to develop these skills through activities such as sensory music, topic work and cause and effect sessions. Both high and low tech resources are used to support pupils understanding of cause and effect. From simple everyday objects and familiar toys to higher tech iPads, switch toys or the magic carpet we support pupils to interact with a wide variety of resources which the pupils can bring about an effect with.

It is important that our pupils have experience and exposure to a variety of cultures, religions and festivals. We introduce our students to these through sensory activities such as listening to music, tasting foods and taking parts in crafts and activities which reflect the culture being explored. Our curriculum cycle reflects topics linking to cultural experiences of our staff and students and these facilitate prolonged exploration. In addition to this throughout the year we mark and celebrate through sensory means key dates, festivals and themed days or weeks such as Diwali or Black History Month.

Self-care and Independence

Many of the pupils in the pre-formal pathway will need adult support to complete self-care tasks however all of our pupils are supported to do what they can for themselves and there is an expectation that they will contribute to their care in whatever way they can. We view times such as lunch or personal care as valuable learning opportunities and time is spent with the pupils supporting them to develop or generalise new self-help skills. Similarly while many of our pupils will require adult support in some areas we place a strong emphasis on establishing and celebrating what the pupils can do for themselves, be that big or small. We also support pupils to learn how to self-soothe and become comfortable during time spent by themselves engaging in familiar and enjoyable activities.

Social

Relationship building is an important element of the work we do and pupils in the pre-formal pathway are encouraged to develop relationships with a range of adults and peers. Many of our students will go on to supported living or education when they leave



Granta and we aim to support pupils to become confident in interacting with a range of different people and to be confident in different social situations away from the safety of the classroom. We support pupils to advocate for themselves and make their feelings and needs known in preparation for this. Pupils are supported to spend time with their peers both within the pathway and also age-related peers in other pathways. Off site and outdoor learning opportunities are used to enrich pupils' social experiences and to enable them to experience and develop confidence in different social environments and situations. Sessions such as music and movement, massage and communication are vehicles for relationship building.

Specialist Teaching Approaches and Interventions

In the pre-formal pathway we use specialist approaches and interventions embedded within learning activities and where appropriate as standalone sessions. These will vary from pupil to pupil according to need and include:

- Total communication environment including object cues, symbols, SSE or onbody signing as appropriate, assistive technology devices such as switches or eye gaze and cues such as use of gesture, music or scripted language
- Responsive environment. As far as is possible all of the pupils' actions, sounds and movements are responded to as though they are meaningful, purposeful and intentional
- Specialist digital technology
- Intensively interacting to aid communication
- Scripted routines and lessons
- Multisensory environment and learning opportunities
- Swimming or hydrotherapy as appropriate
- Therapy swing
- Forest school site
- Interventions / programmes as recommended by physiotherapist, occupational therapist, speech therapist and specialist teachers for visual impairments and hearing impairments
- Direct teaching and guidance from specialist teacher for multi -sensory impairments (pathway lead)
- Interventions to support our pupils with multisensory impairments
- Use of school YouTube channel for regular videos, stories etc supporting pupil's learning at home when they are unable to access school and demonstrating strategies to support development at home

IMPACT

How do we know if it is working?

The pre-formal pathway use a variety of measures to review pupil progress and to monitor the curriculum to ensure pupils are making optimal progress and the curriculum is providing them the correct vehicle within which to do this. Information is gathered from a variety of



stakeholders including school based staff, parents, governors, therapists and other professionals. Information is gathered in a variety of ways as appropriate for each pupil including:

- Termly PLG's which track a pupil's individual progress against 10 key targets
- Annual reviews of EHCP's
- Engagement model profiles and observation documenting what pupils are engaged in and how we can adapt the activities or environment to make them more engaging for pupils
- Parents evening and informal regular parental contact
- Pupil progress meetings with teachers which reflect on pupil engagement and achievement
- Records of achievement
- ASDAN accreditation
- Victoria Curriculum assessment data
- Granta Bridging Units assessment data
- MOVE framework for physical development
- Pupil observation, photos and video analysis
- Routes for Learning observation data
- Pupil feedback
- Behaviour logs
- Attendance data
- Learning walks
- Teaching and Learning conversations
- Sharing of photos and videos between invested parties



GREAT EXPECTATIONS FOR THE PRE-FORMAL PATHWAY

Learning Environment

- The environment will be responsive to help pupils understand they can have influence over their environment. Multiple features of and in the environment will create a big effect when pupils interact with them. Staff will respond as much as possible to pupil's actions, gestures and vocalisations as though they are intentional to help develop agency
- Pupils require a focused and directed environment with everyone knowing what they are trying to achieve and what their role is in that
- Key medical information such as protocols and Individual Healthcare Plans must be accessible in the room in clearly labelled white folders so they are easily accessed in an emergency.
- The environment must be warm and welcoming. All adults in the room must be aware of the role that they play in creating the atmosphere and that pupils will quickly pick up on negative vibes. The atmosphere should be positive and often high energy but staff must be responsive to pupil's moods / needs and bring the energy levels down, creating a calmer environment when appropriate.
- Furniture must be kept to a minimum to facilitate moving and handling and independent movement. The room needs to be predictable (no furniture movement unless essential and fully modelled to mobile pupils), safe, tidy and consistent so that pupils know where they are, can independently navigate it and locate key areas / resources
- Temperature must be easily controlled in recognition that pupils often have poor temperature control. Very clean and hygienic with ample cleaning supplies in recognition of pupils poor immune systems and need for medical interventions to take place in the classroom. Lighting static and easily controlled – not flickering and adaptable according to VI need

Organisation of Learning

- All resources should be readily available. As far as is practical pupils should not have to wait for or share resources and should have their own set of resources to limit waiting time unless turn-taking is an objective. Resources should be chosen which provide a lot of sensory feedback and which are suitable to be explored in a variety of ways including mouthing.
- Topics will be kept the same for half a term. Lessons will either be scripted remaining exactly the same for a minimum of half a term (longer if appropriate for the pupil) or the same structure but with different learning opportunities linked to the topic each week.
- Pupils should have regular opportunities to experience varied, age appropriate stimuli but must also be allowed to follow stage appropriate interests and motivators



Planning and Core Teaching Sequences

- Planning can take any format but must contain the following information:
 - What the topic is, what the lesson is, the date / time period it will cover and who will lead the lesson (named teacher or TA's)
 - Learning objectives which are individual to each child. Objectives will be drawn from individual plans (predominantly PLG's taken from EHCP's) and for KS4 / 5 students ASDAN. Objectives will be colour coded (black for individual plans, purple for ASDAN) and a key will be included showing what the colours indicate
 - The activities to be carried out. In a scripted activity this must include exactly what actions / language are to be used so all staff carry it out in the same way. For whole class plans where appropriate this should also include additional opportunities for individuals e.g. things which they may do differently / additionally to other pupils
 - Resources required
- Planning will either be shared with TA's at the start of sessions in a written format or targets to be shared verbally at the start of the lesson to adults and pupils e.g. 'you are thinking about doing x'.
- Sessions to start with a very short verbal introduction (e.g. today we are thinking about x). This should be extremely brief and pupils must rapidly move on to the activity they are doing. Sessions should have a clear ending (e.g. 5, 4, 3, 2, 1, x has finished it is time to x). Ending should include adult comments on what individual pupils have done well / achieved.
- Pace individually pitched according to processing time and health

Behaviour for Learning

- Staff should include pupils in conversations as much as possible and be mindful not to talk over the top of students. Staff should consider noise level and keep it to a minimum so as not to distract from pupil processing time. Staff need to be ready to adapt their approach and be responsive to the mood and health of the pupils to enhance learning opportunities.
- The role of the adult is to be a bridge not a barrier – adults need to facilitate and promote independence in a process and not do things for the pupil or focus on the end product. Hand under hand strategies should be offered more than hand over hand.
- Staff must work as a close team – asking for help, accepting help, accepting direction, knowing what your role is and providing and accepting change of face are key in what is a large staff team. Staff need to be reflective in their practice and willing to try new strategies and bring new ways of approaching the same learning objective
- Staff need to be flexible and respond rapidly to the changing needs and health of the pupils. They need to be calm in an emergency and know their role in a response.
- Active listening to one another and being observant, watching pupils closely to interpret their responses are very important in order to maximise learning
- Appropriate communication strategies must be used. Consider the right method for the right pupil e.g. speech, signing, on body signing. Tone of voice must be considered as must talking in an age appropriate manner.



Feedback / Assessment

- All adults will be regularly involved in observing pupils and recording their observations (in the form of videos, photos and written notes)
- Staff will have easy access to recording systems and focus recordings on individual learning objectives
- Evidence for Learning is used to capture pupil progress. While this is the same system used across the school there are some slight differences in how it is to be used in this Pathway which are outlined below. The data for the pathway will be reviewed by the pathway lead each half term and shared with the staff in rag rated format to provide an overview of where the focus needs to be in the second half term.
 - Due to the complexity of pupil need and the nature of teaching and learning in the pathway all photo, video or anecdotal evidence of pupil progress against a PLG, MOVE or engagement model will be captured on EFL. Pupils rarely produce any tangible evidence of their learning so the only records will be adult produced. Planning predominantly remains the same on a week by week basis and this combined with the pupil need means that it is expected that there will be an increased focus on assessment and that EFL becomes a learning journal for the pupils similar to those which may be seen in an Early Years setting
 - Pupils in the pathway need multiple exposure and repetition before they can generalise a skill. Therefore it is expected that there would be more pieces of evidence of a pupil demonstrating a skill before it would be classed as secure than may be necessary in other pathways. As an approximate guide when doing mid term analysis, anything under 5 pieces would suggest that a pupil is not secure on the target, 5-9 pieces would suggest that they are becoming confident and secure and anything above that would suggest that they are secure.
- ASDAN accreditation is used for pupils once they reach KS4 (Year 10 onwards). Teachers will support pupils to provide the evidence required to meet the learning objectives on the units which will be submitted annually. Evidence for ASDAN will also be recorded on EFL in order to track progress. This will either be in the format of a comment or a photograph of the assessment sheet which has been produced for their ASDAN evidence
- Insights is an additional layer of EFL which enables closer analysis of pupil progress once end of term judgements have been recorded by teachers against PLG's and ASDAN. This will be used on a termly basis by the pathway lead in order to summarise progress against PLG's and ASDAN and provides colour coded graphics demonstrating progress which will be shared with the department. Levels of progress will be identified as below:
 - PLG's. 1 step of progress is defined as movement up 1 step in the PLG schema in a term (i.e. from new to experienced or experienced to developed).
 - Red – No progress or Regression. 0 steps forward made or a step backwards made
 - Orange – Average, expected progress. 1 step
 - Green – Good progress. 2 steps
 - Blue – Exceeding expected progress. 3 or more steps
 - ASDAN. During a term pupils will cover approx. 3 units each, with approx. 12



objectives in. 1 step is defined as 1 step in the PLG schema in a term (i.e. from new to experienced or experienced to developed) where a total of approx. 48 potential steps could be made in a term

Red- below expected progress. Less than 12 steps

Orange – Average, expected progress. Between 12 and 23 steps inclusive

Green – Good progress, between 24 and 35 steps inclusive

Blue – Exceeding expected progress, 36 steps or more



PINK (SEMI-FORMAL) PATHWAY CURRICULUM OVERVIEW

INTENT

The Semiformal Pathway curriculum focusses on developing core life skills and facilitates functional and experiential learning in every activity, location and situation. Through the five key strands - Communication, Cognition, Physical, Social and Self Care and Independence – that form the basis of the semiformal pathway, the curriculum aims to:

- equip learners with the skills needed to make meaningful interactions with others, make positive choices and follow instructions and directions
- enable learners to establish key skills in literacy, numeracy and ICT and apply them in everyday life
- support learners in developing positive relationships with other people and taking responsibility for themselves
- prepare learners for greater independence now and in adult life
- allow learners to discover the wider world and express themselves creatively

Pupils join the semiformal pathway in KS2 and work through until leaving school. They often learn best when learning is related to their own experiences. Some pupils may learn through play, others may learn more effectively through functional activities and some may respond well to a topic based approach. Teaching approaches reflect the age and learning style of the pupils within the pathway. Progression through the pathway will encompass a breadth of learning with a wide variation in experiences, contexts and topics. Learning is personalised and prioritises individual targets, outcomes, specific needs, motivations and learning styles.

At Primary level, the curriculum supports pupils to:

- Develop communication skills in speech, gesture, sign, AAC or symbol so that they can interact with other people, make choices, follow instructions and explanations and access the key concepts needed for learning.
- Establish key skills in literacy, numeracy, science and ICT
- Learn to co-operate with other people, to build positive relationships and to take responsibility for themselves.
- Learn the skills which will help them be more independent in adult life (such as mobility, self-care and orientation skills).
- Learn about the world around them and the wider community.

At Secondary level, the curriculum supports pupils to:

- Develop effective communication through speech or sign and to interact confidently with a range of other people.
- Study in a wide a range of areas as is appropriate for individuals, leading to accredited courses and qualifications.
- Develop self-awareness, respect for others and a sense of responsibility, so that they can play their part in the school community and become active citizens as adults.
- Develop confidence and personal independence.
- Learn about the world of work and develop the skills and understanding which will enable them to move into paid employment or voluntary work in adulthood.



IMPLEMENTATION

Organisation of the Curriculum – Areas of Learning

Our semiformal curriculum has seven curriculum areas of learning – Communication, Functional English, Functional Maths, Skills for Life, Digital Literacy, Physical Development, Personal Development and Creativity & The World. There is both discreet and cross-curricular teaching and termly themes in place to provide a context for learners to engage with the curriculum.

Functional English:

Pupils are taught in a way that is varied and interesting, whilst allowing teachers to differentiate input according to each learners' needs, interests and developmental stage. Visual literacy through reading pictures and photos, recognising and using symbols/signs/words, recognising social signs and reading moving images and film will be incorporated in all areas of Functional English alongside a range of teaching approaches such as Colourful Semantics and Phonics.

Fiction (Stories and Poems)

Pupils are exposed to a wide variety of texts each term from which teachers can differentiate learning for all pupils, with opportunities to develop vocabulary - including nouns and developing an understanding of verbs. Access to texts will be delivered through a range of mediums including sensory story sacks, physical books, spoken word and digital presentation. Pupils will have varied opportunities for composition skills, recounting and sequencing, shared writing and responding to stories. For suggested texts, please see the semiformal pathway matrices.

Non-Fiction (Literacy Skills)

Pupils will access non-fiction topics to further develop their functional literacy skills. Information texts will promote understanding and use of instructions and using non-fiction text for information. This will include books, alternative texts and online research.

See communication area of learning below.

All pupils also practise functional core skills in English throughout other areas of the curriculum, including Skills for Life and Creativity & the World, for repetition and generalisation of skills across a range of contexts.

Functional Maths:

Pupils are taught in a way that is varied and interesting, whilst allowing teachers to differentiate input according to each learners' needs, interests and developmental stage. Each pupil will follow a personalised Maths programme, and will experience learning in four key areas – Number (a continuous theme throughout the year), Measurement, Geometry and Statistics. Pupils will be given the opportunity to build mathematical understanding at their own pace and develop skills such as patterns and sequences, shape and space, categorization, problem solving, mathematical thinking and reasoning. Pupils will have the opportunity to further consolidate their skills in greater depth in other areas of learning.



All pupils practise functional core skills in Maths throughout other areas of the curriculum, including Skills for Life and Creativity & the World, for repetition and generalisation of skills across a range of contexts.

Communication:

Pupils follow their own individualised targets to develop expressive, receptive and social communication skills, through an embedded approach that promotes communication development throughout the day. This includes the use of Intensive Interaction, AAC, SSE, PECS, symbols, and spoken word.

Digital Literacy:

In a world where digital technology is fast evolving, it is essential for our students to be able to understand and use ICT devices safely and for a range of purposes, including as a learning tool, as a communication tool, for leisure, in daily living and for access. Our pupils learn these skills both in discrete lessons and in cross-curricular lessons in all other areas of learning. Incorporating Computing, ICT and Citizenship, this includes:

- Use of laptops and PCs and associated hardware and software
- Use of tablets and iPads
- Use of switches
- Daily applications, e.g. bus app, weather app, alarm, calendar
- Use of smartphones, mobile phones and stationary phones
- Use of electric devices, such as printers, photocopiers, shredders, label makers, kitchen appliances, music players, remote controls
- Use of cameras and video cameras
- Use of technology for written communication – emails, messaging applications
- Use of Skype, Face-Time, Teams, Zoom
- Use of technology in the community, e.g. self-service checkouts, vending machines, touch screens,
- Use of the Internet, e.g. to find images, to find information etc.
- Understanding safe and responsible use of technology and digital systems
- Developing skills and understanding of technology

Skills for Life:

Our curriculum aims to develop key life skills and as such all areas of learning are geared towards ensuring application in real-life contexts. In addition, we discretely teach life skills lessons that are focused on independent living skills, travel training, cooking, self-care, independent living, enterprise, work skills and community based learning. In KS3, pupils will follow the ASDAN New Horizons course. In KS4 pupils will work towards the ASDAN Towards Independence units and in 6th Form the ASDAN Personal Progress and PSD units. For some students in both KS4 and 6th Form, this will lead to an Entry Level qualification.

Physical Development:

Pupils develop gross and fine motor skills through discrete PE lessons, in addition to access to swimming and opportunities to apply skills through participation in physical and sporting



activities. Pupils will also follow their own individualised targets to develop physical skills through their own physiotherapy and hydrotherapy programmes where appropriate.

Personal Development:

Incorporating PSHE, RE, RSE, SMSC and British Values, pupils are supported to enhance their overall health and well-being, learning about personal care, healthy eating and safer lifestyle choices. The curriculum has a strong emotional and social dimension and pupils are supported to understand their feelings and behaviours. Pupils develop their understanding of the people around them, and in the wider world, and explore diversity, culture, heritage and faith through a range of learning experiences. Pupils are supported to participate in the community, explore global citizenship as well as rights and responsibilities and foster respect, tolerance and our core values.

Creativity & The World

Incorporating Art, DT, Science, History and Geography, this area of learning provides a meaningful context and topic based platform for pupils to further develop core functional skills and enable transference and generalisation. Pupils are supported to express themselves creatively through the arts, celebrate diversity, extend practical skills, knowledge and understanding and determine ways of finding new information.

Specialist Teaching Approaches and Interventions

Specialist teaching approaches and interventions are used flexibly in response to pupils' changing strengths, needs and priorities and delivered by our highly trained staff and other specialist professionals. Some of these may be specifically timetabled, while some are embedded within the curriculum. Some of our specialist teaching approaches and interventions include:

- Total Communication e.g. (objects of reference, picture cues, symbols, signing, written and spoken word)
- PECS (Picture Exchange Communication System)
- Sign Supported English (BSL)
- Colourful Semantics
- Intensively interacting to aid communication
- Multi-Sensory activities
- Tac Pac
- TEACCH style approach to learning
- Attention Autism
- Therapy programmes
- Visual timetables (e.g. Now & Next)
- Therapeutic Counselling
- Wellbeing Curriculum



IMPACT

How do we know if it is working?

The curriculum is monitored and evaluated to ensure it is working, through assessment, attainment and progress reviews as well as gathering a holistic overview to capture the full picture of pupil progress. Pupil progress meetings take place termly and include information from available data and assessments, work books and online evidence, observations, engagement, pupil voice, parent and professionals' feedback, behaviour and attendance and pupil wellbeing.

The range of measures and assessments used are different across the key stages and include:

- PLGs
- Behaviour data
- Therapy Targets
- WSP Steps
- Evidence For Learning
- Communication Framework
- Granta Skills Ladders
- Pre Key Stage Standards
- Externally accredited courses (e.g. ASDAN)
- Duke of Edinburgh



GREAT EXPECTATIONS FOR THE SEMI FORMAL PATHWAY & EY/KS1

Learning Environment

- Pupils will work in appropriate groups to facilitate differentiation and personalised learning
- The learning environment will be focussed, directed and responsive to pupil actions and take into account learners individual interests and needs
- Workstation setups will be available for all who benefit from that learning approach
- Learning walls should be clearly visible and referred to during teaching to support independence; these should be changed as topics change and should include key vocabulary, with symbols and BSL signs to support where needed (personalised displays are preferable over commercially produced materials)
- Core communication vocabulary boards using symbols/PECS/BSL signs will be on display and accessible for use
- Total Communication will be accessible to all and include all preferred methods of communication directly linked to individual needs and abilities (including signed, oral, auditory, written and visual aids)
- AAC (as appropriate) will be accessible, out and ready for use
- A visual timetable using the agreed format and symbols should be clearly displayed
- Display boards will be backed and bordered and all work backed. Displays will be a mixture of interactive displays to facilitate learning or celebrations of students work. All displays will contain a title, captions relating to the content and skills developed and pupil voice
- Pupil targets will be displayed in a way that are accessible to students and staff (see template)
- All classrooms will be positive, warm and welcoming and contain an inviting book area that display appropriate books for pupils
- Pupil work books/folders will be stored neatly in every classroom. These books/folders should be accessible at all times
- The learning environment will be clean, clutter free and tidy and teacher desks should reflect the high expectations for students
- Required resources will be clearly labelled and stored neatly and accessibly in classrooms
- Key pupil information will be available in the classroom – new format pupil portrait and feeding plan.

Organisation of Learning

- All lesson resources should be readily available before lessons begin and there should be enough of each resource to minimise waiting and sharing
- Resources will be varied in nature and type, age appropriate and suitable for a range of student learning styles and needs
- Learning intentions and steps to success should be pre-made and visible/accessible



- Resources and scaffolds will be personalised; leaders will monitor this to ensure lessons are not over-reliant on generic commercial learning scaffolds and include practical resources
- In Print / symbol based / BSL resources will be available to support language and communication in every lesson
- Learning will involve a mixture of group and individual activities and indoor and outdoor learning
- There will be opportunities for play, regular practice and practical, real life application of skills
- Activities will be clear, well sequenced and broken down into steps that enable progression and development of skills
- Evidence of learning will show progression, including application to real life contexts and problem solving

Planning

- Medium Term Planning will chart the progression of learning in all areas (Key Questions & Concepts, Intended Learning Outcomes, Key Activities & Experiences, Organisation & Resources (including staffing), Assessment Opportunities, Development of Language and Vocabulary)
- Planning will build on skills previously taught and be adapted as needed throughout the week / term to reflect pupil achievement and progress
- Detailed Medium Term planning or Short Term Planning will be shared with the class team in advance and saved on the server in curriculum planning folders
- All planning will have a purpose linked to progress and each child will move forward in their learning each week
- Pathway matrices, individual plans, frameworks and appropriate ASDAN programmes and/or qualifications will be used to guide planning

Core Teaching Sequences

- Based on individual pupil learning needs, lessons will either be scripted remaining exactly the same for an extended period of time or have the same or similar structure but with different learning opportunities and experiences
- Essential concepts, knowledge, vocabulary and skills will be clearly planned and well sequenced
- Introductions and 'circle time' activities will be short (no more than 10 minutes) and meaningful, providing clear intent, effective use of adults and aids to support pupil engagement; best use of learning time for all students may mean 'starter' activities happen at tables rather than to the entire class



- Where appropriate, questioning will be used at the start of lessons as a tool to review prior/most recent learning so that foundations are secure and content builds upon knowledge
- Explicit links will be drawn between new content and core concepts
- Appropriate questioning will be used, as guided by Blanks Level Questioning, to direct questions at the student's level of understanding - thereby ensuring success for the student and encouraging development of general language and vocabulary as well as skills in comprehension, reasoning, inferencing, predicting and problem solving
- At the start of each lesson, adults working with groups will share the learning intention using agreed pathway formats – so students know what they are doing and why (this should be referred to throughout the lesson)
- Steps to success are well-matched to children's abilities and shared with them in an accessible format so that they understand what they need to achieve
- Pace will be appropriate to learning and enables all children to explore ideas and concepts
- Focus groups in every lesson – there will be clarity around the deployment of the additional adults and the teacher in facilitating the learning, with adults 'teaching' a planned sequence within the group and modelling strategies and experiences
- Lessons will have a clear end with 'mini-plenaries' within groups, where all adults are reviewing and assessing learning but also moving learning forwards or reviewing misconceptions as they arise
- Students have regular opportunities to reflect on their learning against success criteria and their own targets
- Students have the opportunity to use, transfer and generalise their learning, allowing for repetition, revisiting of big ideas and assessment over time

Behaviour for Learning

- All adults in lessons will have high expectations in the way students talk, sit and behave in their learning
- Adults will be responsive to behaviour in the classroom and familiar with and follow Individual Behaviour Plans
- Learning and the classroom environment will be planned to take into account possible behavioural triggers and times of anxiety for pupils and these will be managed to best facilitate learning
- Noise levels in the classroom will be appropriate for the task – calm and quiet with 'appropriate' noise levels for collaborative learning
- Learners will know their next learning steps and reflect on their learning often
- TAs will contribute effectively to learning at all times, providing focused support as needed for pupils
- Adult talk will be kept to a minimum
- Positive and appropriate communication will be used to enhance listening and learning



Feedback and Marking

- All pupils' learning will be acknowledged by staff – this may include verbal feedback, written observation, photograph, video, annotation (using agreed coding), stamps, marking and/or written feedback. Assessment for Learning will be used to ensure that teaching is responsive to learning needs and inform next steps.
- Adults will be regularly involved in observing pupils, recording their observations and using pupil engagement profiles
- Agreed pathway pupil self-assessment templates will be used to support pupils in understanding and evaluating their own learning.
- Pupils will work with adults to regularly review PLG's in an accessible, pupil friendly way.
- Evidence of pupil progress will be regularly uploaded on EfL (a minimum of five pieces of evidence per curriculum area, per term.)



BLUE (FORMAL) PATHWAY CURRICULUM OVERVIEW

INTENT

We want our students to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live a meaningful, safe and happy life
- Responsible citizens who make a positive contribution to society

The Formal pathway will:

- Offer a challenging and supportive curriculum which maximises knowledge, skills, self-confidence and personal aspirations and so enable student's future participation in both local communities and the wider society
- Provide a broad, balanced and inspiring curriculum in a range of subjects that will inspire and encourage learning and independence in students of all abilities, providing opportunities for students to experience and consolidate a range of skills and knowledge which will enhance their lives
- Reflect the individual aspirations of all pupils
- Create opportunities for pupils to make progress against their individual Education, Health & Care Plan targets and outcomes
- Develop life skills, to promote pupils' independence
- Develop key skills in English, Maths and ICT and apply them in everyday life
- Develop the social and communication skills to build and sustain relationships with others
- Develop the ability to keep safe (personal safety, safety, safety in the community)
- Encourage well-planned and assessed risk within learning to create the right degree of challenge - whether it is through Forest School activities, Duke of Edinburgh, residential trips, vocational learning and volunteering

Learning & experiences in each key stage will be preparing pupils for the next stages of their learning.

Pupils in this pathway will have access to a teaching and Learning Style that includes:

- Teacher led learning
- Small group work
- 1:1 support to access work experience
- Regular opportunities for independent learning



The Formal Pathway Curriculum is based on the following areas of learning:

- Literacy (reading, writing & comprehension) & Communication (expressive, receptive, BSL, social skills)
- Maths and Finance
- Skills for life (Cooking, Travelling, Self-care, Independent living, Work skills, Enterprise and Community visits)
- Digital Literacy (Computing, ICT, Citizenship)
- Creative Development (Art, DT)
- Understanding the World (Science, History and Geography)
- Physical Development and Healthy Lifestyles (PE, Swimming, Physio, Hydrotherapy)
- Personal Development (PSHE, RE, RSE)
- Transition and Preparing for Adulthood

The Wider Curriculum also includes access to opportunities that support students in developing independence and self-advocacy. These include:

- Forest School
- Duke of Edinburgh Award
- Community projects and travel training
- Work Experience and career education
- College links

Pupils join the formal pathway in KS2 and work through until leaving school.

At Primary Level the Curriculum focus is learning through play, exploration, practical activities, development of life skills and community involvement. The Primary curriculum supports pupils to:

- Develop a reliable communication system (using speech, gesture, sign, AAC or symbols), which will enable them to communicate effectively with a range of audiences, interacting with other people, making choices, following instructions and explanations and accessing the key concepts needed for learning
- Develop spelling, writing and recording skills to enable them to communicate their ideas and express themselves for a range of contexts and audiences
- Develop a sense of responsibility and keep themselves and others safe (which will enable them to move around the school safely).
- Work towards developing life skills in preparation for semi or independent living
- Develop personal independence along with the skills to move into employment in adulthood (and will have a likely destination of a local FE College or Employment)
- Develop investigative skills
- Socially interact with their peers and form friendships and meaningful relationships with others and play a part in their local and wider community
- Learn to co-operate with other people, to build positive relationships and to take responsibility for themselves
- Develop functional English, Maths and ICT skills that are needed in everyday life and that may lead to qualifications
- Learn the skills which will help them be more independent in adult life (such as mobility and orientation skills)



At Secondary level, the curriculum supports pupils to:

- Develop effective communication through speech or sign and to interact confidently with a range of other people
- Study in a wide a range of areas as is appropriate for individuals, leading to accredited courses and qualifications
- Develop self-awareness, respect for others and a sense of responsibility, so that they can play their part in the school community and become active citizens as adults
- Develop confidence and personal independence
- Pupils will participate in peer learning as appropriate
- Learn about the world of work and develop the skills and understanding which will enable them to move into paid employment or voluntary work in adulthood
- In KS4 and 5 careers knowledge and information is embedded into the curriculum through Life skills, PSD, Citizenship, Leisure and Recreation, Home Cooking Skills, Horticulture, Enterprise and Work Related Learning and Duke of Edinburgh Award

The focus of the curriculum in KS5 is on further developing those Independence and life skills which our pupils have been acquiring as they move through school:

- Independence and Life Skills: Accessing the Community, Home Management, Cooking and Shopping, Personal Safety and Hygiene
- Functional English: Speaking and listening, social communication, reading: everyday texts and documents, news articles, forms, adverts, recipes
- Writing letters, forms, adverts, lists, recipes, emails
- Vocational Skills: Work related learning eg. Horticulture, Enterprise, Work experience, animal care
- Enrichment: PE, swimming, D. of E., offsite visits, art, music, dance



IMPLEMENTATION

Organisation of the Curriculum – Areas of Learning

The formal curriculum has eight curriculum areas of learning – Literacy & Communication, Functional Maths & Finance, Skills for Life, Digital Literacy, Physical Development & Healthy Lifestyles, Personal & Social Development, Creative Development and Understanding the World. There is both discreet and cross-curricular teaching and termly topics in place to provide a context for learners to engage meaningfully with the foundation subjects.

Literacy & Communication:

Visual literacy through reading pictures and photos, recognising and using symbols/signs/words, recognising social signs and reading moving images and film will be incorporated in all areas of Functional English alongside a range of teaching approaches such as Colourful Semantics and Phonics. Pupils will be taught to write clearly and accurately, adapting their language and style in and for a range of contexts.

Fiction: Pupils are exposed to a wide variety of texts each term from which teachers can differentiate learning for all pupils, with opportunities to develop vocabulary. Access to texts will be delivered through a range of mediums including physical books, spoken word, video and digital presentation. Pupils will have varied opportunities for composition skills, recounting and sequencing, shared writing and responding to texts.

Non-Fiction: Pupils will access non-fiction topics to further develop their functional literacy skills. Information texts will promote understanding and use of instructions and using non-fiction text for information. This will include books, alternative texts and online research.

Communication and Language (Expressive language, receptive language, BSL and social skills): Pupils follow their own individualised targets to develop expressive, receptive and social communication skills, through an embedded approach that promotes communication development throughout the day. This includes the use of AAC, SSE, symbols and spoken word.

Maths and Finance:

The Maths curriculum is differentiated to meet each learner's needs and interests, and is taught in an interesting and varied way.

The four key areas of Number (a continuous theme throughout the year), Measurement, Geometry and Statistics are taught. Pupils will be given the opportunity to build mathematical understanding at their own pace and develop skills such as patterns and sequences, shape and space, categorization, problem solving, mathematical thinking and reasoning. Pupils will have the opportunity to further consolidate their skills in greater depth in other areas of learning.

All pupils practise functional core skills in English and Maths throughout other areas of the curriculum, including Skills for Life, Creativity and Understanding the World, for repetition and generalisation of skills across a range of contexts.



Digital Literacy:

Pupils will know how to create, communicate and share digital content. Pupils who are building digital literacy skills understand the basics of internet safety such as creating strong passwords, understanding and using privacy settings, and knowing what to share or not on social media.

Digital literacy is about;

- Creation, innovation and research
- Information, data and content
- Teaching, learning and self-development
- Communication, collaboration and participation, Digital identity, well-being, safety and security
- Technical proficiency

Pupils learn these skills both in discrete lessons and cross-curricular in other subjects.

This involves:

- Use of laptops and PCs
- Use of tablets and iPads
- Use of switches
- Daily applications, e.g. bus app, weather app, alarm, calendar
- Use of smartphones, mobile phones and stationary phones
- Use of electric devices, such as printers, photocopiers, shredders, label makers, kitchen appliances, music players, remote controls
- Use of cameras and video cameras
- Use of Skype and Face-Time
- Use of technology in the community, e.g. Oyster card machines, self-checkouts, vending machines, touch screens, and self-checkouts when shopping etc.
- Use of the Internet, e.g. to find images, to find offers in the shop, opening hours, etc.

Skills for Life:

Our curriculum aims to develop key life skills and as such all areas of learning are geared towards ensuring application in real-life contexts. In addition, we discretely teach life skills lessons that are focused on independent living skills, accessing the community and travel training, home management (cooking, household chores and self-care), work skills, enterprise, vocational learning, transition and career planning. In KS3, pupils will follow the ASDAN New Horizons course. In KS4 pupils will work towards entry level certificates in English and Maths and in 6th form the Entry Level accreditations, ASDAN Personal Progress and PSD units.

Physical Development and Healthy Lifestyles:

Pupils develop fine and gross motor skills through discrete PE lessons. The physical development curriculum incorporates exercise, fine motor skills, mobility, healthy diets and well-being.

Pupils will have opportunities to take part in swimming, dance, gymnastics, team games, athletics and outdoor learning. Some pupils will also follow their own individualised programmes to develop physical skills through their own physiotherapy programmes.



Personal Development:

Incorporating PSD, RE, RSE, SMSC and British Values, pupils are supported to enhance their overall health and well-being, learning about personal care, healthy eating and safer lifestyle choices. The curriculum incorporates emotional regulation, (sensory learning, consequence and empathy), social skills, (shopping, conversation, going out and other people), self-development (self-esteem and ambition and, development of awe and wonder) and sex and relationships (my body, empathy, reproduction and gender).

Pupils develop their understanding of the people around them, and in the wider world, and explore diversity, culture, heritage and faith through a range of learning experiences. Pupils are supported to participate in the community, explore global citizenship as well as rights and responsibilities and foster respect, tolerance and our core values.

Creative Development:

Pupils access opportunities for creative development through Art, Design and Technology, Dance and Music. This area of learning provides a meaningful context and topic based platform for pupils to further develop core functional skills and enable transference and generalisation. Pupils are supported to express themselves creatively through the arts, celebrate diversity, extend practical skills, knowledge and understanding and determine ways of finding new information.

Understanding the World:

Pupils develop their knowledge and understanding of the world through accessing learning focused on History, Geography and Science.

We believe our pupils need an awareness of world events both past and present as well as awareness of the world around them, both that which they can access and that which is remote. The key outcomes will not just be subject specific, but rooted in personal and social development and aimed at developing specific thinking skills.

This area of learning provides a meaningful context and topic based platform for pupils to further develop core functional skills and enable transference and generalisation. Pupils are supported to express themselves creatively through the arts, celebrate diversity, extend practical skills, knowledge and understanding and determine ways of finding new information.

Specialist Teaching Approaches and Interventions

Specialist teaching approaches and interventions are used flexibly in response to pupils' changing strengths, needs and priorities and delivered by our highly trained staff and other specialist professionals. Some of these may be specifically timetabled, while some are embedded within the curriculum. Some of our specialist teaching approaches and interventions include:

- Total Communication e.g. (picture cues, symbols, signing, written and spoken word)
- Sign Supported English (BSL)
- Colourful Semantics
- Rocket Phonics
- Word Aware
- White Rose Hub



- Multi-Sensory activities
- TEACCH style approach to learning
- Attention Autism approaches
- Therapy programmes
- Visual timetables
- Therapeutic Counselling
- Wellbeing Curriculum

IMPACT

How do we know if it is working?

The curriculum is monitored and evaluated to ensure it is working, through assessment, attainment and progress reviews as well as gathering a holistic overview to capture the full picture of pupil progress. Pupil progress meetings take place termly and include information from available data and assessments, work books and online evidence, observations, engagement, pupil voice, parent and professionals' feedback, behaviour and attendance and pupil wellbeing.

The range of measures and assessments used are different across the key stages and include:

- PLGs which track a pupils progress against 10 key targets
- Annual Reviews of EHCPs
- Pupil Progress meetings with teachers which reflect on pupil achievement
- Behaviour data
- Therapy Targets
- Reference material such as WSP Steps
- Evidence For Learning
- Communication Framework
- Life Skills Passport
- Pupil and parent feedback
- Learning walks & work scrutiny
- Teaching and learning conversations
- Externally accredited courses (e.g. ASDAN)
- Duke of Edinburgh



GREAT EXPECTATIONS FOR THE FORMAL PATHWAY

Learning Environment

- Pupils will be given the opportunity to work independently, and/or in appropriate groups to facilitate differentiation and personalised learning
- The learning environment will be focussed, directed and responsive to pupil actions and take into account learners individual interests and needs
- Where needed, workstation setups will be available for all who benefit from that learning approach
- Learning/ working walls should be clearly visible, they will be topic related. These walls can be referred to during teaching to support independence; these should be changed as topics change and should include key vocabulary, with symbols and BSL signs to support where needed (personalised displays are preferable over commercially produced materials)
- Core communication vocabulary boards using symbols/signs will be on display and accessible for use (if and when needed)
- Total Communication will be accessible to all and include all preferred methods of communication directly linked to individual needs and abilities (including signed, oral, auditory, written and visual aids)
- AAC (as appropriate) will be accessible, out and charged ready for use
- A visual timetable using the agreed format and symbols should be clearly displayed, ready for the start of each day
- Display boards will be backed and bordered, and all work backed. Displays will be a mixture of interactive displays to facilitate learning; celebrations of students work; combination of both. All displays will contain a title, captions relating to the content and skills developed and pupil voice
- Pupil targets will be displayed in a way that are accessible to students and staff (see template)
- All classrooms will be positive, warm and welcoming.
- Pupil workbooks/folders/ trays will be stored neatly in every classroom. These books/folders/ trays should be always accessible. Students to be encouraged to be as independent, as possible, ensuring their work is put away once the lesson or the work has been completed.
- The learning environment will be clean, clutter free and tidy and teacher desks should reflect the high expectations for students
- Required resources will be clearly labelled and stored neatly and accessibly in classrooms
- Key pupil information will be available in the classroom.



Organisation of Learning

- All lesson resources should be readily available before lessons begin and there should be enough of each resource to minimise time waiting and sharing
- Resources will be varied in nature and type, age appropriate and suitable for a range of student learning styles and needs
- Learning intentions and steps to success should be pre-made and visible and accessible
- Resources and scaffolds will be personalised; leaders will monitor this to ensure lessons are not over-reliant on generic commercial learning scaffolds and include practical resources
- Appropriate resources will be available to support individual students, which uses appropriate language and communication in every lesson
- Learning will involve a mixture of group/ individual activities and indoor/ outdoor learning
- There will be opportunities for play, regular practice and practical, real-life application of skills
- Activities will be clear, well sequenced and broken down into steps that enable progression and development of skills
- Evidence of learning will show progression, including application to real life contexts and problem solving

Planning

- Medium Term Planning will chart the progression of learning in all areas (Key Questions & Concepts, Intended Learning Outcomes, Key Activities & Experiences, Organisation & Resources (including staffing), Assessment Opportunities, Development of Language and Vocabulary)
- Planning will build on skills previously taught and be adapted as needed throughout the week / term to reflect pupil achievement and progress
- Detailed Medium-Term planning or Short-Term Planning will be shared with the class team in advance and saved on TEAMS in curriculum planning folders
- All planning will have a purpose linked to progress and each child will move forward in their learning each week
- Pathway matrices, individual plans, frameworks and appropriate ASDAN programmes and/or qualifications will be used to guide planning
- Daily plans showing schedules, staff deployment and outline activities, will be conveyed to the class team.

Core Teaching Sequences

- Based on individual pupil learning needs, the type of lesson will depend upon the learning need for individual students.
- Staff member introduction to the topic, modelling/ demonstrations/ check understanding/ then into individual and/ or pairs/ group work, as appropriate.



- Develop self-assessment skills, with peer and/or staff feedback.
- Essential concepts, knowledge, vocabulary and skills will be clearly planned and well sequenced
- Introductions and 'circle time' activities will be short (no more than 10 - 15 minutes, dependent on class) and meaningful, providing clear intent
- Where appropriate, questioning will be used at the start of lessons as a tool to review prior/ most recent learning so that foundations are secure and content builds upon knowledge
- Explicit links will be drawn between new content and core concepts
- At the start of each lesson, adults working with groups will share the learning intention using agreed pathway formats – so students know what they are doing and why (this should be referred to throughout the lesson)
- Steps to success are well-matched to children's abilities and shared with them so that they understand what they need to achieve
- Pace will be appropriate to learning and enables all children to explore ideas and concepts
- Focus groups need to have clarity around the deployment of the additional adults and the teacher in facilitating the learning, with adults 'teaching' a planned sequence within the group and modelling strategies and experiences
- Lessons will have a clear end with 'mini-plenaries' within groups, where all adults are reviewing and assessing learning but also moving learning forwards or reviewing misconceptions as they arise
- Students have regular opportunities to reflect on their learning against success criteria and their own targets
- Students have the opportunity to use, transfer and generalise their learning, allowing for repetition, revisiting of big ideas and assessment over time

Behaviour for Learning

- Classroom to always feel friendly and positive.
- All adults in lessons will have high expectations in the way students talk, sit and behave in their learning
- All adults will be responsive to behaviour in the classroom and familiar with and follow Individual Behaviour Plans
- Learning and the classroom environment will be planned to consider possible behavioural triggers and times of anxiety for pupils and these will be managed to best facilitate learning
- Noise levels in the classroom will be appropriate for the task – calm and quiet with 'appropriate' noise levels for collaborative learning
- Learners will know their next learning steps and reflect on their learning often
- TAs will contribute effectively to learning at all times, providing focused support as needed for pupils
- Teacher talk will be kept to an appropriate amount of time, in relation to the class being taught.



- Positive and appropriate communication will be used to enhance listening and learning.
- Clear boundaries will be set.
- All staff will model appropriate behaviour and be role models.
- Class rules to be discussed and agreed upon by everyone (students and class team) with the environment, displayed enabling referencing during times of stress.

Feedback and Marking

- All pupils' learning will be acknowledged by staff – this may include verbal feedback, written observation, photograph, live marking, annotation, stamp, marking and/or written feedback.
- All adults will be regularly involved in observing pupils, recording their observations and giving regular feedback.
- All marking to be significant
- Feedback can include, Self-Assessment, Peer Assessment and Teacher/ TA feedback
- Marking to be in line with Assessment for Learning policy
- Evidence for meeting targets to be uploaded on to Evidence for learning website, regularly.
- Where appropriate marking and feedback to be delivered as required/ stipulated by external examination boards.



Phonics at Granta

As a school, we follow the Rocket Phonics programme for those students engaging in subject specific learning and ready for Phonics teaching. This is a DFE validated programme, that we selected due to the engaging materials in hard copy and online and also the range of texts that the publisher produces for older struggling readers. This ensures a consistent approach from 3 – 19 years and all class staff are trained in delivery of this approach. Some teaching staff will choose to support the teaching of Phonics with Visual Phonics, where specific signs are used to support learning.

We have a cohort of complex semi-formal pathway students for whom Phonics has not been a suitable approach, and for whom a sight word approach has proven more successful.

Our library boasts a range of levelled reading books to ensure students have access to texts that are high quality, age-appropriate and at the correct level of challenge.

Enrichment Opportunities

At Granta, we believe it is essential to provide our students a wide range of enrichment opportunities to extend learning outside of the classroom.

Our focus on life skills encourages classes to embark on regular visits into the local community and beyond, and we have strong partnerships with local businesses, the library, Linton Village College and Abington Woods that supports these different opportunities.

Our onsite Forest School provision provides weekly opportunities for classes to connect with nature and these sessions promote play, exploration, teamwork and risk taking.

We are highly ambitious in our residential offer, aiming to give students opportunities from the earliest stage to take part in extended provision events and visits. We are additionally an accredited Duke of Edinburgh provider and we currently offer Bronze, Silver and Gold awards to our KS5 students to challenge both their physical and independence skills.

The school is involved in a wide range of sporting competitions and events throughout the year, and we also invite coaches in regularly and host Bikeability sessions.

Students run mini Enterprise projects through the year that encourages their creativity, entrepreneurial and teamwork skills and provides additional community links.

Throughout the year, the school invites visitors in such as theatre companies and organisations such as the 'Laughter Specialists'. We also hold numerous whole school community events such as our Pride Parade, fundraising events, specialist subject days such as World Book Day, creativity weeks, cultural celebrations and opportunities to mark special occasions such as the Queens Jubilee.



Assessment at Granta

Our aim is that all of our pupils make good or excellent progress during their time with us. We meet this aim through our personalised approach and the quality and breadth of our three carefully designed pathways.

Every student is set 10 highly personalised targets per term, that link to their EHCP and teachers use guidance frameworks to support them with appropriate target setting. These include Wilson P Steps, the Pre Key Stage Standards and our own bespoke frameworks including our progression paths, our life skills passports and our communication framework. All our Preformal pathway students and some of our least able Semi-formal pathway students are also assessed using the Engagement model.

Evidence of progress is captured and recorded using a piece of software called Evidence for Learning (EFL). This allows us to track progress against individualised targets, or Personalised Learning Goals (PLGs). Over the course of a term, annotated evidence in the form of photographs, observations and scanned work is uploaded to EFL to demonstrate progress over time and at the end of each term PLGs are reviewed and new targets set. Termly Pupil Progress meetings ensure that any students not making expected progress against their PLGs are fully discussed and plans are quickly put in place to address this, often in liaison with parents and external agencies. To quality assure the accuracy of our judgements, we moderate internally twice a year.

Target setting per term comprises the following:

<u>EYFS</u>	<u>KS1, Semi Formal & Formal</u>	<u>Preformal</u>
2 x EHCP	2 x EHCP	2 x EHCP
2 x PSED	1 x English	2 x Communication
2 x Physical Development	1 x Maths	2 x Physical
2 x Communication & Language	2 x Skills for Life	2 x Cognition
1 x Literacy	2 x PE	1 x Social
1 x Maths	2 x Communication	1 x Self Care & Independence

Students in Early Years are baselined and progression is also tracked against the Early Learning Goals and our internal frameworks.

Students within the Preformal Pathway are baselined and are also continually assessed against Cognition and Communication routes and our own Bridging Skills ladders.

Students within KS1, the Formal and Semi-Formal Pathway are baselined and progression is continually tracked on our Communication framework and our Life Skills passport.



In KS4 and 5, this continues but also includes a focus on ASDAN and other accreditations. We do not offer GCSEs for any of our pathways, as they are not suitable for our cohort to access.

We do not find it helpful to compare the progress of our pupils with the progress of pupils in other schools, as one young person with SEND is very different from another young person with SEND, even where the diagnosis is similar. This decision was made following conversations with Outstanding special schools that we share best practise with.

The '**Language of Progress**' at Granta is as follows:

How is the pupil engaging? Describes how the pupil engages with learning activity.	Exploration (E), Realisation (R), Anticipation (A), Persistence (P), Initiation (I) <i>(as per the Engagement model)</i>
How is the pupil being prompted? Describes the level of prompt the pupils needs to complete the learning activity.	HUH, HOH, PP, VP, GP, Sc, VS, VF, SPAG, I
How well is the pupil progressing? Describes how the pupils are progressing towards their targets over time.	Experienced, Developed, Achieved-Contextually, Achieved-Generalised

Definitions:

HUH: hand under hand

HOH: hand over hand

PP: physical prompt

VP: verbal prompt

GP: gestural prompt

Sc: scribe

VS: visual support

VF: verbal feedback

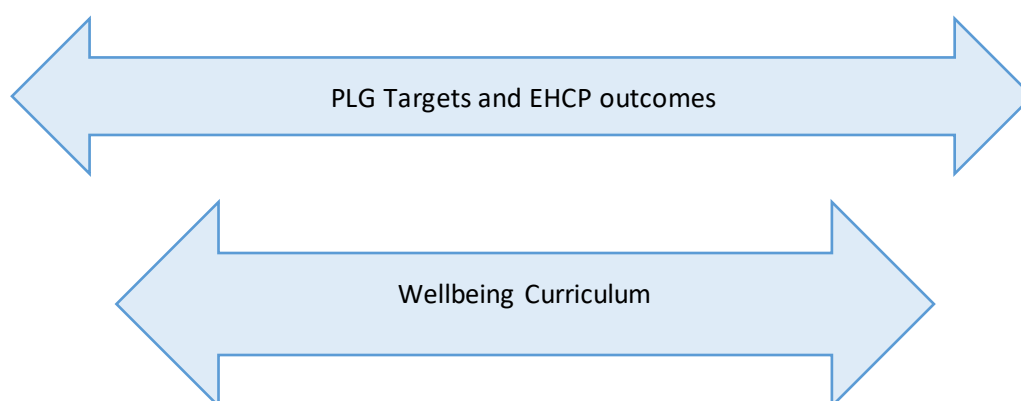
SPAG: spelling and grammar

I: independent



Granta Assessment Frameworks Overview

Key Stage	Pre Formal Pathway	Semi Formal Pathway	Formal Pathway
EYFS and Key Stage 1	EHCP Outcomes & PLGs Early Learning Goals Communication Framework Life Skills Climber Passport MOVE Pre Key Stage Standards (Key Stage 1) Year 1 Phonics Screening (for those most likely to access the Formal Pathway from Key Stage 2)		
Key Stage 2	EHCP Outcomes & PLGs Routes for Learning Granta Skills Ladders Engagement Model MOVE	EHCP Outcomes & PLGs Communication Framework Life Skills Climber Passport Pre Key Stage Standards	EHCP Outcomes & PLGs Communication Framework Life Skills Climber Passport Pre Key Stage Standards
Key Stage 3	EHCP Outcomes & PLGs Routes for Learning Granta Skills Ladders Engagement Model MOVE	EHCP Outcomes & PLGs Communication Framework Life Skills Climber Passport	EHCP Outcomes & PLGs Communication Framework Life Skills Climber Passport
Key Stage 4	EHCP Outcomes & PLGs ASDAN Life Skills Granta Skills Ladders MOVE	EHCP Outcomes & PLGs ASDAN Personal Progress Communication Framework Life Skills Climber Passport	EHCP Outcomes & PLGs Entry Level Certificate English & Maths Communication Framework Life Skills Climber Passport
Key Stage 5	EHCP Outcomes & PLGs ASDAN Life Skills Granta Skills Ladders MOVE	EHCP Outcomes & PLGs ASDAN Personal Progress Communication Framework Life Skills Climber Passport Duke of Edinburgh	EHCP Outcomes & PLGs ASDAN PSD Functional Skills English, Maths & ICT Communication Framework Life Skills Climber Passport Duke of Edinburgh BTEC Food Tech





GRANTA SCHOOL RESIDENTIAL OFFER

Students gain a host of key life skills through residential experiences, and as such we aim to offer a range of extended day and residential opportunities that progressively increase in length and distance, as students move through the school.

WHO	WHERE	WHEN
EYFS / Key Stage 1	Extended day for meal & movie	Every alternate year
Key Stage 2	Overnight camping in the school hall & gym – 1nt	Every alternate year
Key Stage 3	Burwell House / Grafham Water / Jarman Centre – 1 or 2nts https://www.burwellhouse.com/schools/ https://www.grafham-water-centre.co.uk/schools-colleges-and-youth-groups/residential-visits https://jarmancentre.org.uk/facilities	Every 3 years
Key Stage 4 & PF SF KS5	PGL Bawdsey Manor / Bendrigg – 3 nts https://www.pgl.co.uk/en-gb/school-trips https://www.bendrigg.org.uk/	Every alternate year
Key Stage 5	D of E Expeditions	Annually

Students based in mixed KS classes are encouraged to join residential visits with their equivalent KS peers as appropriate.

There is an expectation that all students in the KS are invited to partake and reasonable adjustments made wherever possible; trips are not selective. This may include agreements with parents to stay locally where required or for parents to bring students to attend for 'long days' where they can be collected just before bedtime.