

Turney School

Curriculum Policy

Rationale

The Rochford Review recognises that age-related expectations are not appropriate for a significant proportion of pupils working below the standard of the national curriculum tests, many of whom have SEND that affect their rate of cognitive development or speed of learning. It is important that they have the opportunity to demonstrate both attainment and progress, and that the way we measure their progress accounts for potential differences in the way these pupils learn.

Rochford Recommendations

The review makes the following recommendations to government for the statutory assessment of pupils working below the standard of national curriculum tests at the end of key stages 1 and 2:

1. The removal of the statutory requirement to assess pupils using P scales.
2. The interim pre-key stage standards for pupils working below the standard of national curriculum tests are made permanent and extended to include all pupils engaged in subject-specific learning.
3. Schools assess pupils' development in all 4 areas of need outlined in the SEND Code of Practice, but statutory assessment for pupils who are not engaged in subject-specific learning should be limited to the area of cognition and learning.
4. A statutory duty to assess pupils not engaged in subject-specific learning against the following 7 aspects of cognition and learning and report this to parents and carers:
 - responsiveness
 - curiosity
 - discovery
 - anticipation
 - persistence
 - initiation
 - investigation

Penny Lacey, an eminent figure in the field of special education, who worked to create a new curriculum based on a personalised approach to learning, suggested that a curriculum for young people with learning difficulties needs to be constructed around the "twin pillars" of "communication" and "cognition". There needs to be a "move away from a National Curriculum perspective to a developmental perspective" she argues, with "communication" and "cognition" being the principal things which are explicitly taught. For many young people with learning difficulties, subjects such as history and music should serve to provide a context for learning "communication" and "cognition" rather than represent the focus of learning. However, the extent to which different learners with learning disabilities engage with the National Curriculum needs to vary, according to their attainment levels and nature of their SEN.

Intent

All students who attend Turney School have a diagnosis of autism and associated learning disabilities and as such our curriculum must be both adaptive and responsive to these needs whilst preparing them for experiences in later life. Our curriculum must be able to teach explicitly the knowledge and skills required to facilitate meaningful participation in society with as much

independence as possible.

In order to provide pupils at Turney School with experiences that are relevant, interesting and challenging, and to identify opportunities for progression, we have adopted a curriculum structure which encompasses 3 broad levels: 'pre-formal', 'semi-formal' and 'formal'. These terms, originally developed by Whitefield SAC (2009), offer a means of making subtle distinctions between not only groups of learners but also the degree of curriculum formalisation they will experience in either building the prerequisites for, or working within, a more 'conventional' National Curriculum type approach.

The levels are not defined by age, but by need and achievement; allowing pupils to move flexibly between levels at any point during their school career. Each level covers skills, knowledge and understanding across a range of areas of learning, and they are blended together, so as to facilitate a 'learning flow' between the three. Individual learning needs are further met through bespoke intervention programmes for enhanced personalisation.

At Turney School, curriculum planning is based on the National Curriculum to ensure it is broad and balanced. Learning is differentiated to take account of each pupil's individual needs, age and to build on prior learning. The curriculum is designed around core and foundation subject areas, which complements the individualised outcomes in students' EHCPs and ensures we meet our statutory obligations as laid out in the Code of Practice.

- **Social and Emotional** (e.g. feelings, behaviour, interaction)
- **Cognition and Learning** (e.g. Functional skills – English, Maths, Science, Computing)
- **Communication and Interaction** (e.g. expressive communication - short sentences, single words, non-verbal (use of Body language/facial expression/signing/pictures or symbols/objects)
- **Sensory and Physical** (e.g. Health needs/Engagement in physical activities/Sensory processing/Special diets/Puberty)
- **Independence** (e.g. Community access/travel training/Work placements/Personal Care)

Implementation

We implement the curriculum through contextual learning experiences, supporting students to generalise their skills across a range of settings. Teaching and learning in each stage/area/subject area will vary according to the needs of the pupils for each of the curricula, but the national curriculum headings are used for timetable purposes to ensure a common language throughout the school.

There needs to be breadth of learning throughout pupils' time at school. There should be variation in experiences/learning within a subject/area, whilst ensuring that the learning is developmentally appropriate. Each pupil drives the direction and content of their own 'curriculum'. The planning, learning and delivery may differ between classes, year groups and key stages. Priorities based on Education, Health and Care Plan Outcomes (EHCP), broken down into Plans for learning targets, pupils' age, need, motivation and learning style will help build the curriculum.

- To match the curriculum offer to the cognitive ability and individual strengths of all students
- To prepare students for adult life after school through a functional skill based cross-curricular programme
- To embed a therapy perspective (SLT, OT) throughout our curriculum offer to ensure we meet the complex learning and behavioural needs of our students through evidenced based multi-agency differentiation
- To provide a well-planned and sequenced curriculum throughout the key stages
- To develop a clear accreditation pathway (ASDAN, AQA, OCR) for students that underpins their learning and acknowledges the progress that has been made throughout their education at Turney

EYFS

There are seven areas of learning and development that shape the EYFS programme. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Communication and language
- Physical development
- Personal, social and emotional development. □

Pupils are also supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Pupils in the Early Years Foundation Stage (EYFS) follow the statutory EYFS framework (which also forms the basis of the semi-formal curriculum) across KS1 (reception to year 2). They may also access the pre-formal curriculum depending on curriculum access needs.

Turney School has adopted the Equals EYFS Small Steps Profile. A child with significant developmental delay may take months or years to move from the first development statement to the second. The child could make incredible progress but the early years outcomes have not been created to recognise such small step progress. The Early Years Special Educational Needs team in Derbyshire is a team of Specialist Teachers and Portage Home Visitors who work with children aged 0-5 who have significant cognitive difficulties. The EYFS is the document that practitioners and teachers working with children aged 0-5, are most familiar with, so the Early Years team were keen to use it. However they were disappointed that the materials did not always allow them to measure the progress of children on their caseload. With this in mind, they have taken the EYFS prime areas (Communication, Physical Development and Personal Social and Emotional Development) and added far more detail so that the progress of children who learn at a slower rate can also be recognised and celebrated. Each aspect of the EYFS prime areas have been broken down in a similar way so small steps of development have been produced for;

Personal, Social and Emotional Development

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Physical Development

- Moving and handling
- Health and self-care

Communication and Language

- Listening and attention
- Understanding
- Speaking

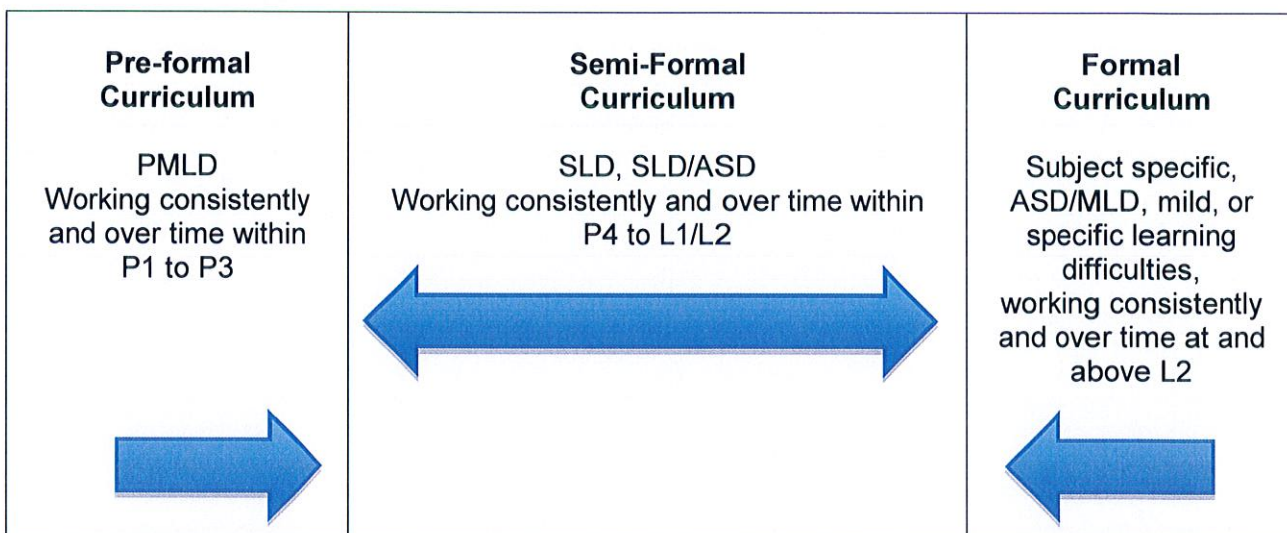
Throughout the EYFS curriculum, staff reflect on the characteristics of effective learning, which include:

Characteristics of Effective Learning

- 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; and
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The way in which our pupils learn, directly affects the way in which we assess our students' development. Each individual student is on their own 'learning journey'; and as such each pupil needs to be assessed on their own pathway.

Pre-formal, Semi-formal and Formal Curriculums



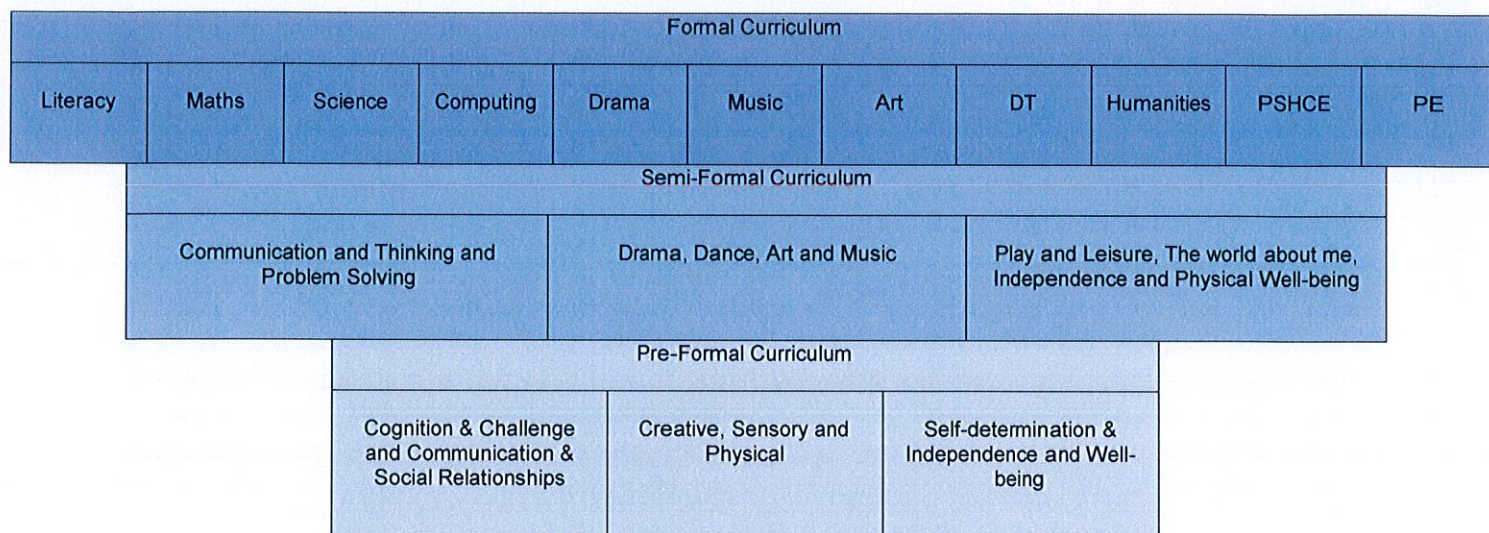
The Department for Children, Schools and Families' definitions of SLD and PMLD are below:

Profound and Multiple Learning Difficulty: Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers (that is below 18 months cognition).

Severe Learning Difficulty: Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with severe learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is between 18 months and 60 months cognition).

Moderate Learning Difficulty: Pupils with MLD will have attainments well below expected levels in all or most areas of the curriculum, despite appropriate interventions. They will have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

Curriculum Model

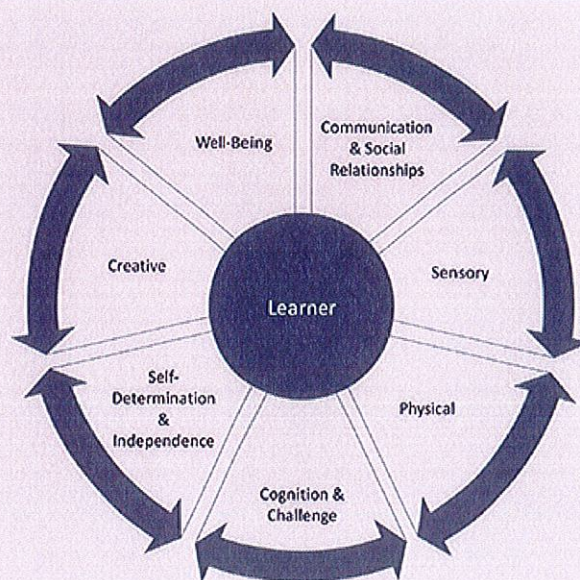


The Equals Pre-formal Curriculum: For learners with Profound and Multiple Difficulties (PMLD), working between P1 and P4, and at a developmental level of between 0 and 18 months.

A Person-Centred and Holistic Curriculum for Learners with Profound and Multiple Learning Difficulties.

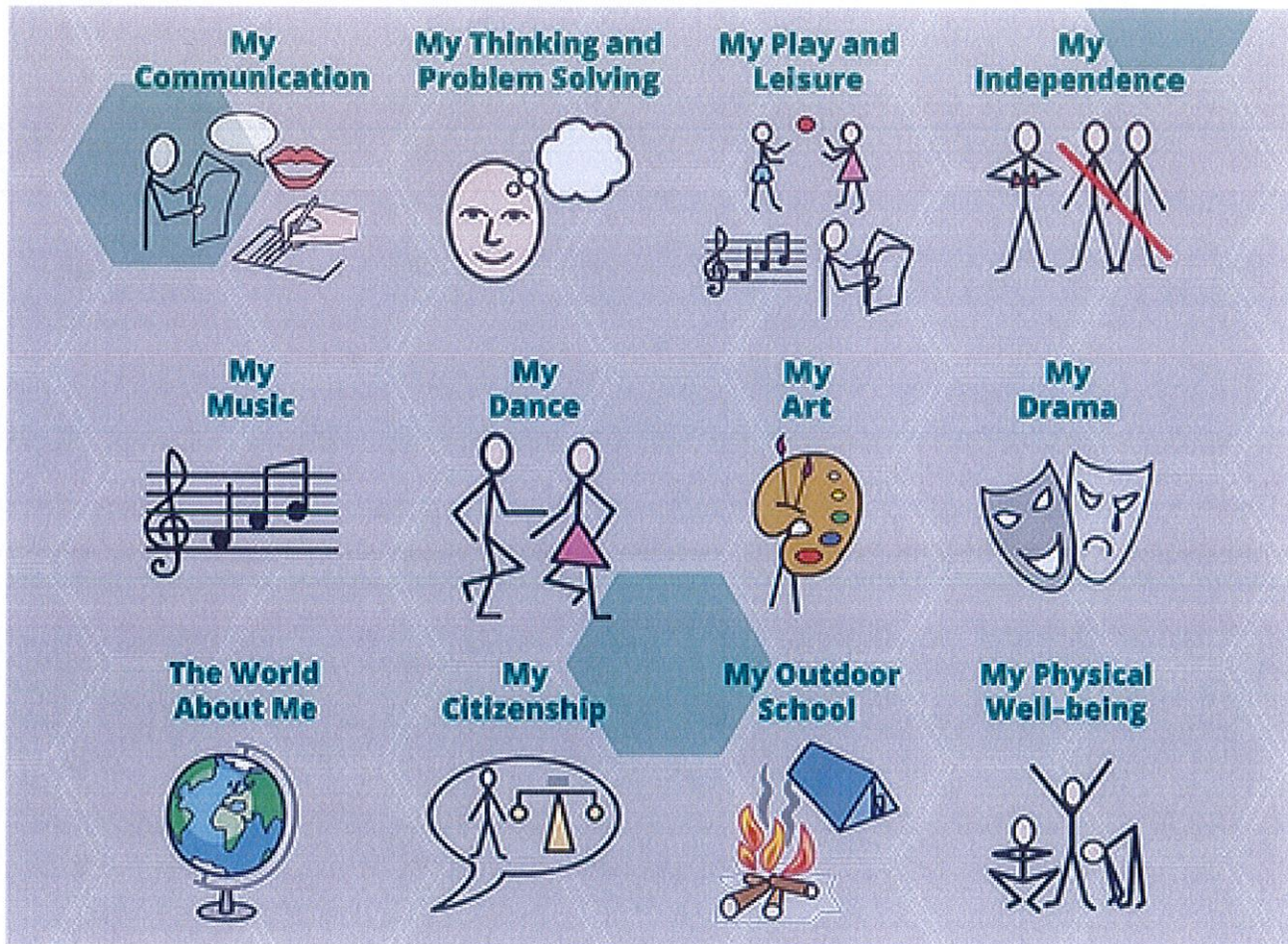
For those with a profound learning difficulty, learning is best done when the learner is placed at the centre of the Curriculum.

“Let’s focus on the things that matter.”



The pre-formal curriculum is designed to be holistic, so that all the parts of the curriculum are intimately interconnected and explicable only by reference to the whole. The seven core strands of **Communication and Social Relationships, Sensory, Physical, Creative, Self-Determination and Independence, Cognition and Challenge, and Well-Being** are taught through various Learning Opportunities.

The Equals Semi-Formal Curriculum: For learners with Severe Learning Difficulties (SLD), working broadly between P4 and end of KS1 expectations.



The general principles governing the Equals schemes of work are that they:

- are developmental in nature and open to personalisation – they start at the beginning of the individual pupil’s learning journey and aim for the highest level of independence possible;
- cover all stages of education from 2 to 25 (and beyond) but are not directly related to either age or key stage. Learners fit into them where they will according to their individual abilities, interests and learning journey;
- are not related to the National Curriculum, though the common language of the P scales is occasionally used for ease of understanding.

Pupils following the Equals semi-formal curriculum learn best when the learning is related to their own experience. Some may learn through play; others will learn more effectively through functional activities, and yet others will respond well to a topic-based approach. The curriculum content echoes the ground covered by the Early Years Foundation Stage, since this framework is not confined to those below the age 5, but rather, extends right across the school where pupils are functioning at P4 to end of year 1 expectations. However, the teaching approach reflects the age and learning style of the pupils concerned.

The Equals Formal Curriculum: For learners with Moderate Learning Difficulties (MLD) working at P8/end of year 1 expectations or within in the National Curriculum.

Pupils experiencing the formal curriculum (those operating within the National Curriculum) access the range of National Curriculum subjects for their Key Stage, modified in the light of their

developmental level and special educational needs.

Life skills and independence skills will also form a large part of the curriculum. As the term 'formal' implies, there is a high level of structure. We nevertheless avoid making the formal curriculum too abstract; teachers ensure that learning is linked to practical activities and consolidated and applied in practical sessions. Older pupils working at the formal level may pursue accreditation pathways such as Entry Level and/or Level 1/GCSE courses and exams and follow the appropriate syllabus in each exam subject area.

Impact

The innovative practice across the school provides a strong foundation and opportunities for students to develop skills both within school and the community. The curriculum designs ensure that the needs of individual pupils can be met within the environment of high quality teaching, supported by targeted autism specific interventions. In this way it can be seen to impact in a very positive way on pupil's outcomes.

As evidence is collated, we choose from a range of indicators to map student development. Like all aspects of their development, these will be chosen with the individual in mind.

EYFS Small Steps Profile

- Developed by a team of Specialist Teachers and Portage Home Visitors who work with young children with significant cognitive difficulties.
- Allows practitioners to measure the progress and celebrate the success of children who develop at a much slower rate than typically developing children.

Engagement 4 Learning Framework

- A resource for educators, including teachers, teaching assistants and therapists.
- Enables practitioners to explore and identify effective teaching and learning strategies for pupils with complex learning difficulties and disabilities (CLDD), as well as to record, measure and demonstrate learning outcomes for these pupils in a meaningful way.

MAPP (Mapping and Assessing Personal Progress)

- A suite of materials developed by The Dales School, North Yorkshire to facilitate the planning, assessment and recording of progress in relation to personal learning intentions. In particular it provides a way of recognising lateral progression.
- Materials are divided into two main sections; the first focuses on setting learning intentions whilst the second focuses on assessment.

PIVATS

- Developed by Lancashire County Council for the assessment of learning, performance monitoring and effective target setting for pupils well below national expectations for their age.
- Provides a structured approach to assessing, planning for learning, tracking and measuring small steps in attainment, focusing within the PIVATS structure on small steps within the P scales up to the revised national curriculum Y4 age related expectations.

AET Autism Spectrum Progression

- A Progression Framework developed by the AET (Autism Education Trust) for children and

young people with autism spectrum condition

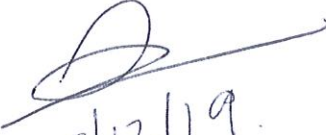
- Related closely to autism 'differences' as described within other AET materials, and the impact of these on the pupil's social, emotional and learning needs, their independence and community participation. The main Progression Framework areas are:
 - Social Communication
 - Social Interaction
 - Social Imagination / Flexibility
 - Sensory processing
 - Emotional understanding and self-awareness
 - Learning
 - Independence and community participation

SCERTS

- A research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and persons with ASD and related disabilities, and their families.
- Focuses on building competence in Social Communication, Emotional Regulation and Transactional Support

EHCP Outcomes and IEPs (Individual Education Plans)

- To set out what needs to be achieved by the end of a phase or stage of education that SMART: Specific, Measurable, Achievable, Realistic and Time Bound
- IEPs to set short term targets outside the EHC plan in order to track the benefit or difference made to an individual as a result of an intervention


S/12/19.