

# Our Curriculum Policy

## Curriculum Entitlement

Policy Author	Natalie Rule/Ginny Bellard
Approval Date	Autumn Term 2018
Next Review Date	Sept. 2019
Policy Level	Site

The curriculum at Purbeck View is life-skill and context based and encourages active engagement in learning via ASD specific interventions and support approaches. Subject specific learning/therapeutic support locations secure further our ability to deliver a bespoke learning pathway for each individual young person. The curriculum focuses upon developing the fundamental core strands of:

- Communication and interaction
- Cognition and learning
- Physical and/or sensory
- Spiritual, Social, emotional, personal and health education

We work to develop fully relevant and transferrable skills that equip children and young people for life beyond the school. These are personalised and link directly to the main long term areas of the new Education Health Care Plan. Progress in these areas is reviewed and reported on as part of the multi-agency termly check-in (progress tracking) and Annual Review process.

Progress is confirmed and defined via assessment moderation involving a range of stakeholders and multi-agency colleagues external to the school to ensure rigour and robustness in the process and the data produced.

### The Purbeck View curriculum will:

- Provides stimulating and relevant life skills based activities and tasks
- Sets challenging, achievable targets for individual students
- Develops effective communication skills across a range of settings
- Develops IT skills in order to engage students in the advancing world of technology
- Develops self-confidence and fosters skills towards independent living
- Encourages a caring, respectful attitude towards each other within the community and beyond (Rights respecting, Fundamental British Values, SRE)
- Ensures continuity and progression across a range of settings
- Encourages young people to develop lively enquiring minds
- Enables access and entitlement for all students
- Uses extra-curricular activities to enhance the education offered to students and further offers enrichment experiences
- Engages multi-agency professionals within the community, including sports coaches, artists, musicians etc.

### Learning Readiness:

At Purbeck View, we recognise the importance of Learning Readiness and individual learning styles and preferences. and are developing a method to identify what strategies individual young people might need to maximise their engagement and learning.

Research based strategies are utilised to ensure young peoples' needs are met. Staff act as advocates for young people who are not able to express their needs by tuning into their communication and closely observing behaviour. We work closely with parents and families who are expert in their own children's communication to ensure a comprehensive support plan is created.

Pupils are consulted about their hopes, aspirations and ambitions for the future, with their interests and motivations giving opportunities to inform work related learning opportunities and work experience for our older learners and advocating for our youngsters to exert choice and control over their lives. We have begun to offer an "options taking" approach for our older learners in order that they can identify education and development pathways for their futures.

The Purbeck View Team is able to articulate and measure success through the development of a data-rich environment which draws together a range of tools to demonstrate (and validate) progress:

- Discreet trial training
- TEACCH
- Sensory Profiling
- Gifted and Talented "stretch and challenge"
- Psychoeducational profiling

Purbeck View works closely with other professionals, particularly our Therapy Team (Speech and Language Therapy Occupational Therapy, Psychologist and Psychiatrist), to develop individual programmes designed to support young peoples' readiness for learning. These programmes may focus on increasing tolerance of situations and sensations, regulating alertness, limiting sensory seeking behaviour, increasing attention span and decreasing avoid behaviours. The school has an Emotional Literacy Framework (Zones of Regulation) that supports young peoples' development in managing emotions. Young peoples' body comfort levels are also monitored, for example: the effects of medication, tiredness following a seizure, need to go to the toilet, to eat, to feel safe, and to be at the right temperature.

The aim is for young people to develop the skills of generalisation, maintenance, awareness, curiosity, investigation, discovery and anticipation, initiation and persistence by ensuring, as far as possible, all other needs are met. In this way, we believe young people will make the best progress with their learning.

We accept that meeting some of these needs, for example, transitioning, will impact on classroom time. We base individual learning targets on our four core curriculum strands to ensure that these situations become learning opportunities for communication, physical and/or sensory and PSED.

Learning Readiness Programmes or activities may be:

- **Planned** (e.g.-a sensory diet) or
- **Incidental** (e.g.- transitioning) or
- **Episodic** (for example when a change of behaviour is noted).

In the latter case, techniques are applied to support the child or young person. It is sometimes the case that things that work on one day, don't on another, and Learning Readiness activities can include a range of things from toilet charts, behaviour programmes or change of group. Records are kept, for example behaviour charts to evaluate the effectiveness of any strategy.

### The Whole School Approach to Curricular Themes

We believe that maintenance of skills, knowledge and process is an important part of learning at Purbeck View. Across the school repetition of daily and weekly routines is vital in order to improve awareness, understanding and independence.

Repetition and rehearsal of information enhance a process called consolidation, the process by which memories are moved from temporary storage in the hippocampus (a small structure within the brain) to more permanent storage in the cortex (the outer layer of the brain) (Richards, 2003, p. 24).

At Purbeck View each area of the school (Lower School KS2 & 3 and Upper School 14-19 including the 'Sixth Form') has devised a 2-3 year thematic cycle as a vehicle for delivering a broad and balanced curriculum to all students. Each key stage has their own cycle covering a wide range of themes. Through repetition our young people have the opportunity to use their prior knowledge and learning, in order to access similar information and activities with new awareness, understanding and skills.

*Constant repetition and a great deal of support will be needed to generalise learning into new situations. (About profound and multiple learning disabilities, Mencap, PMLD Network, p. 4)*

Due to the complexity and individuality of each young person's learning characteristics, it is vital that our students have the opportunity to show their ability to learn and progress laterally, in small stages and sometimes incremental steps. ASC specific approaches/interventions which facilitate generalisation, modelling, overlearning, parallel/individual/small group NET teaching (Natural environment teaching) promotes stretch and challenge, consolidation and mastery.

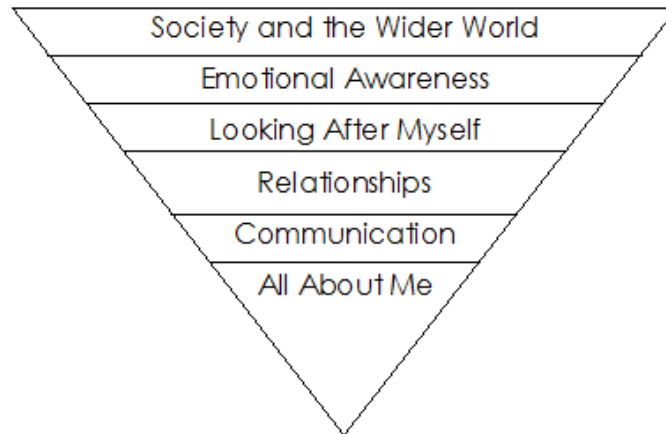
Furthermore, as teachers it means we are able to effectively measure the progress of our students. Through repetition of a theme we will have the opportunity to compare and contrast how a student is able to access and engage with a theme compared to their attainment 3 years prior. Year on year comparators against local and national levels of achievement with learners of a similar need and age validate our judgments, enable challenging targets to be set and validates judgment. The process also enables efficiency of future target setting.

*Since our "thinking cap" is strongly influenced by patterns, not facts, remembering information is maximized when it is provided in contextual, event-oriented situations which include motor learning, location changes, music, rhythm, and novelty.... We do poorly when we "piecemeal" learning into linear, sequential facts and other out-of-context information lists". (Jensen, 1998, Super Teaching, p. 26)*

The curriculum model at Purbeck View aims to offer interdisciplinary coherence for all learners with CLDD (Complex Learning Difficulties and Disabilities). The range of learning needs of such a group is multifaceted but inherent for all is the need to understand ones self and the world within which we live. The curriculum model and the themes delivered therein, seeks to explore, engage and develop understanding and skills of the crucial areas of 'self' and 'the wider world', through a broad and balanced learning experience.

A holistic thematic approach is applied, offering learners opportunities to develop self-awareness as a foundation. It is imperative that each individual knows who they are, what they like, what makes them happy etc. before one can begin to explore more complex aspects such as relationships etc. Teaching approaches are delivered within the themes at a pace and level appropriate for each learner offering stretch and challenge ensuring that all learners reach their full potential.

Lateral learning offering rehearsal, transference of skills and the development of skills in context are imperative for learners with CLDD. Therefore themes are revisited within each curriculum area, on each occasion offering opportunities to expand and develop knowledge in more depth:



### School Organisation

In January 2018 we moved toward two departments or Phases. We believe that it is important to be able to offer our young people an appropriate peer group and learning pathway, so occasionally they may be in groups out of their chronological age group. This is particularly apparent in our Upper School where some young people access a 14-19 offer.

We have **three core curricula** or **Learning** Pathways which meet the range of learning needs of all our children and young people.

- A **multi-sensory** approach required by students with profound and multiple learning disabilities. Students with Profound and Multiple Learning Difficulties (PMLD) are provided with an informal curriculum which is specifically designed to meet their needs in connecting and responding. These students are generally working within Bands 1 and 2.
- An **active and interactive personalised** learning style/teaching and learning approach required by students with ASD and/or challenging behaviours. These students are generally working within Bands 1-3.
- Young People with Severe Learning Difficulties (SLD) benefit from a **semi-formal and collaborative** curriculum which promotes life-skills and is highly stimulating. Able and Gifted students may be grouped in a separate "satellite" group where possible. These students are generally working in Bands 3-6

### Differentiation

**Our curriculum is differentiated into 7 bands**, (and is based on the work of Latham & Miles 2013) and reflects a functional and developmental cognitive and communicative framework that links to the p scales (DfEE 1998+) / milestones and the recommendations of the Rochford Review. This therefore provides nationally recognised indicators of progress and enables regional and national moderation opportunities.

We recognise that by using this developmental approach to the curriculum, we put **communication and interaction** at the heart of our curriculum. There are clear links between communication and cognitive development. Latham & Miles found that an approach to developing communication skills based on the band system was also effective for developing cognitive skills.

The differentiated curricular framework is not only a planning tool but also supports teachers with their classroom practice. The Framework reminds teachers of the most effective teaching styles and interactive techniques.

P levels/Old NC Milestones ELG Rochford	<b>Band One – Pre-Intentional</b> <i>Developmental language 0-9 months</i>			
<b>P1, P2</b>  <b>M1 M2</b>  <b>ELG</b>  <b>Scerts</b> Social Partner	<i>Communication Functions</i>	<i>Method of Communication</i>	<i>Development of Thinking skills</i>	<i>Successful communication requires</i>
	Expresses: Likes Dislikes Wants Understanding of Familiar and unfamiliar	Child expresses self through crying, stilling, smiling and vocalising	Engages in sensory Activities Relates to people Or objects Explores objects by Mouthing or Banging Needs time to Engage in non Routine activities	An adult needs to respond to and interpret behaviours
	<b>Band One – Intentional</b> <i>Developmental language 9-12 months</i>			
<b>P3</b>  <b>M3</b>  <b>ELG</b>  <b>Scerts</b> Social Partner	<i>Communication Functions</i>	<i>Method of Communication</i>	<i>Development of Thinking skills</i>	<i>Successful communication requires</i>
	Expresses:  Gains attention Requests Greets Gives information Responds by Indicating yes/no Understanding is Related to routines	Expresses themselves By:  Vocalising Facial expression Pointing gesture	People and object Play is integrated  Explores the function Of objects  Combines objects  Uses everyday Objects in play	Adult needs to:  Respond to child’s Attempts to Communicate  Join in with turn Taking activities
	<b>Band Two</b> <i>Developmental language 12-18 months</i>			
<b>P4</b>  <b>M4</b>  <b>ELG</b>  <b>Scerts</b> Language Partner	<i>Communication Functions</i>	<i>Method of Communication</i>	<i>Development of Thinking skills</i>	<i>Successful communication requires</i>
	Requests more, Actions and help Asks for the names Of objects and People Attempts to say Names Indicates own Belongings Indicates things That have gone or Finished Indicates where Things should go Describes qualities Such as ‘Yuk’	Expresses through a Combination of Methods such as: Gesture Vocalising and using Objects  Leading to using the Formal system of Signs, symbols and Words at a one word Level	Learns through own Activity  Combines objects Purposefully  Simple pretend play e.g. with dolls  sorting in play	An adult needs to Play, respond, And comment on the Game/activity

		<b>Band Three</b>			<i>Developmental language 18- 36 months</i>
		<i>Communication Functions</i>	<i>Method of Communication</i>	<i>Development of Thinking skills</i>	<i>Successful communication requires</i>
P5 P6	M5 M6	Socialises Gives information Describes Directs	Use words, and signs And symbols in short Sentences and Phrases e.g. "Daddy go work"	Sequences ideas in Play  Basic understanding Of size, colour, Number and position  Needs to relate to The here and now	Adults needs to:  Clarify Misunderstandings  Answer questions  Make communication FUN and REWARDING
ELG	Rochford ER1 and EW1	Questions "who?" "what?", "where?"			
Scerts Language Partner or Conversa- tional Partner		Repairs Misunderstandings  Understands and Expresses in short sentence			
		<b>Band Four</b>			<i>Developmental language 3-5 years</i>
		<i>Communication Functions</i>	<i>Method of Communication</i>	<i>Development of Thinking skills</i>	<i>Successful communication requires</i>
P7 P8	M7 M8	Understands and Expresses: Reasons and Predictions Plans activities Negotiates Questions to find out Information Understands Abstract ideas and Language out of Context Early number and Alphabet skills Ability to pronounce lete Letters/blend sounds Begins to use Negatives Uses pronouns Practising new Questions (why??)	Uses complex Sentences Containing joining Words such as "and", "because"		An adult needs to be:  An active listener to Share ideas, clarify Meanings and explain  Supporting vocabulary Development 1-2,000 words
ELG	Rochford ER2 and EW2				
Scerts Con- versational Partner					

	Band Five			
	<i>Communication Functions</i>	<i>Method of Communication</i>	<i>Development of Thinking skills</i>	<i>Successful communication requires</i>
<p>L1-3</p> <p>Entry Level 1-3</p> <p>Rochford M3, ER3 and EW3</p> <p>Scerts Conversational Partner</p>	<p>Understands and expresses: discussions opinions</p> <p>Subject specific Vocabulary e.g. Numerical functions</p> <p>Questions "how?" And "when?", "why?" "because?"- using Questions to help Problem solve information About past and/or Future using correct Use of tense</p>	<p>Well formed sentences Using a clear and independent Communication System including VOCA,PODD,PECS Signing, speech</p>	<p>Can follow Instructions whilst Completing another Activity at the same Time</p> <p>Solving problems for self</p> <p>Can internalise Thinking: reading, Planning etc</p> <p>Can categorise Knows Left/right</p> <p>Will initiate and take on responsibility</p> <p>Understanding of Own feelings and Can describe them Can use strategies To manage feelings</p> <p>Understands Consequences</p> <p>Can distinguish Between reality and Fiction/fantasy</p>	<p>An adult is needed to:</p> <p>Promote positive Interaction with peers</p> <p>Extend Vocabulary 2-5,000+ words</p> <p>Make use of Comments rather than Over use of Questions</p> <p>Support attention and Listening skills</p> <p>Provide opportunities To develop awareness Of rhyme, rhythm and Word patterns</p>

Old NC Level L4-5	Band Six			
	<i>Communication Functions</i>	<i>Method of Communication</i>	<i>Development of Thinking skills</i>	<i>Successful communication requires</i>
<p>Adult Core Curriculum Level 1</p> <p>Rochford M4 - 5, ER4 – 5 and EW4 -5</p> <p>Scerts Con- versational Partner</p>	<p>Inferencing, and making predictions.</p> <p>Join in discussions and use relevant topic vocabulary.</p> <p>Start and keep conversations going, in a range of different situations.</p> <p>Make relevant comments and ask questions during conversation.</p> <p>Use of language for a range of reasons, complementing, negotiating etc.</p> <p>Can organise a small group and explain instructions or rules.</p>	<p>Well-formed sentences with matched intonation.</p> <p>When using spoken language can add 'interest' to their voices.</p> <p>Using a clear and independent Communication System including VOCA,PODD,PECS Signing, speech</p>	<p>Listen and make relevant and related comments.</p> <p>Identify when they haven't understood and make specific requests for further information.</p> <p>Aware of communication partner's knowledge and experience so does not give information they are already aware of.</p> <p>Can use some context appropriate language in very familiar situations e.g. showing a visitor around school.</p> <p>Understand a range of question types, such as open vs. closed vs. rhetorical.</p>	<p>Adults can:</p> <p>Model language by extending sentences by one or two key words.</p> <p>Ask open ended questions to encourage use of language.</p> <p>Allow young people to lead conversations.</p> <p>Give young people time to work out what has been said and practice their understanding.</p> <p>Use visual support to aid understanding and learning.</p> <p>Encourage young people to ask questions.</p>
	Band Seven +			
	<i>Communication Functions</i>	<i>Method of Communication</i>	<i>Development of Thinking skills</i>	<i>Successful communication requires</i>
<p>Adult Core Curriculum Level 2</p> <p>Old NC Level 6-8</p>	<p>Tell interesting and entreating stories.</p> <p>Explain rules or complex instructions and processes to others.</p> <p>Shares jokes.</p> <p>Negotiate, persuade, reason.</p> <p>Awareness of others lack of understanding and can manage communication breakdown.</p>	<p>Well-formed sentences, higher level joining words.</p> <p>Some appropriate use of complex sophisticated vocabulary.</p> <p>Using a clear and independent Communication System including VOCA,PODD,PECS Signing, speech</p>	<p>See another's point of view even if they disagree with it.</p> <p>Understand and use sarcasm.</p> <p>Understands that words can have more than one meaning and the differences between similar words.</p> <p>Can infer another's meaning from what they have said.</p> <p>Keep a topic of conversation going even with challenging communication partners.</p>	<p>Adults can:</p> <p>Teach and define vocabulary.</p> <p>Use visual tools to support understanding of growing vocabulary.</p> <p>Encourage and give opportunities to model and explore group debate/discussion.</p> <p>Teach and model activity listening.</p> <p>Teach young people to recognise their strengths and seek support with challenge.</p>



			<p>Can differentiate communication style dependent on audience/communication partners.</p> <p>Uses language for social interaction and 'sayings'.</p>	<p>Encourage and develop opportunities for interaction, and need to use complex language.</p> <p>Encourage peer opportunities to grow social cognition and social skills.</p>
--	--	--	---	---

**Procedures**

**Assistant Vice Principals (Education)** are responsible for:

- Planning over views, schemes of work and ensuring topic/ curricular cycles link to the whole school plan
- Writing the Scheme of Work reflecting the different needs of individual students and groups.
- Moderating with external partners

**Class teachers** are responsible for:

- termly planning
- differentiation to meet individual needs of students within our band system
- using a range of teaching and learning strategies, techniques and resources
- attending training as appropriate
- using 'assessment for learning'

**Specified Core Strand leadership teams** are responsible for:

- writing and implementing their related 'subject' policy
- identifying the content coverage across the key stages and monitoring planning
- monitoring development
- keeping up to date with developments and initiatives
- highlighting training opportunities
- planning development
- monitoring and scrutinising progress of students for their subject

**Links to other Learning Opportunities for our students**

**UNCRC- UN Convention on the Rights of the Child**

We have recently begun to plan learning sessions which incorporate the UNICEF UN Convention on the Rights of the Child. We believe that our students should learn about their rights and their responsibilities to others, including other children, as British citizens.

With the support of the School's Speech and Therapy team we are promoting 'Pupil Voice' to enable our students to learn to self advocate, contribute, discuss, and co-operate.

All our Key Stage Curriculum Framework thematic cycles and planning documents highlight where learning about the articles can take place.

**Social, Spiritual, Moral and Cultural Education (SSMC)**

We recognise the importance of teaching our students about the cross curricular themes listed above. Developing an understanding of morals, rules/laws, expected behaviours, democracy, government and 'Fundamental British Values' helps our students to understand how to contribute appropriately in society.

Learning about different faiths, cultures and beliefs supports the development of tolerance and mutual respect. Commitment and celebration of our country's diverse population makes us collectively stronger, tolerant and respectful of the differences in our community and the wider world.

At Purbeck View we aim to make this meaningful for our students through our enrichment activities, community visits, lessons, inclusion links, and assemblies.

Our new planning documents highlight SSMC learning opportunities in all learning sessions.

## School Curriculum Framework (KS2 and KS3)

The school Curriculum Framework is based on long term topic/theme cycles which cover the four core strands of learning: Communication; Cognition and Thinking; Physical and/or Sensory; Personal, Social and Health Education. For young people who are working at Band 3 and above we work specifically on Reading, Writing, Phonics, Numeracy and Science.

Assessments are used in order to plan the next steps in a child's programme, which are drawn up into an Individual Education Plan (IEP) based on the four core strands, and for young people working within band 3-6 there will be a target for Reading or Writing and Numeracy. These Individual Education Programmes are used to inform parents and stakeholders of progress and achievements as part of their Annual Report. At the end of each key stage we also review each young persons' progress in terms of P-levels and Rochford levels. In the absence of alternative processes Purbeck View continue to use National Progression Guidance as a measure to ensure target setting for end of key stage progress and provides stretch and challenge.

Through each theme we focus on specific learning and plan activities and opportunities which will give young people the chance to develop their skills, knowledge and understanding. These are monitored and assessed by class staff to track progress.

There is currently one class of children in Years 6 – 9. They utilise a suite of spaces to enable breadth and coverage across the bands and different learning pathways. The main features of the curriculum in School include:

### Communication and interaction:

The development of communication skills remains a core and vital aspect of young peoples' learning. In School we continue to use a range of strategies in close liaison with the Speech and Language Therapist. All staff are trained in the use of 'Makaton', and we continue to use a total communication approach. The objects and symbols, and schedules are used to create a visual timetable of the days' events to assist young peoples' understanding of the passage of time. Pre-verbal children are encouraged to use signs, objects and symbols to express their needs through systems such as Picture Exchange Communication System (PECS) and apps such as Proloquo and Grid Player on iPads. Where appropriate we also support young people who use Intensive Interaction.

Young people in School benefit from a high level of speech therapy input, including individual work (for example PECs or Communication Aid training, the setting up of communication aids), advising on feeding issues, trialling new communication devices, leading a communication session and liaison with parents, teacher, key worker and other professionals.

In School we often practise and develop communication skills as part of normal classroom routines. We also practise in 'Community Role-Play' where young people learn to use communication in functional situations such as going shopping or to the café. This role play is then taken in to real life situations in the community.

### Literacy

- Literacy sessions take place at least 3 times each week
- Young people working with in Bands 3-6 will have specific sessions covering reading, writing and phonics
- Young People working within Bands 1-2 will have frequent opportunities for sensory tactile experiences and to explore and interact with objects, stories and people. When they are ready around Band 2 they will be supported and encouraged to start making marks in a range of media, and explore sounds in the environment in readiness

for developing reading and writing. They will be supported to recognise their own photo and their name and begin to use symbols to communicate meaning at a one to two word level.

- Every class will share a whole class story/book over a half term and take part in a range of activities to encourage attention, participation, understanding book conventions etc This book may be linked to the class termly topic.
- All young people will be encouraged to use their developing literacy skills and knowledge in other areas of the curriculum.
- All young people will have an opportunity to practise and develop literacy highlighted in their specific IEP targets through 'Teach Tasks' or individual 'Work boxes'.

*(For more information about Literacy please see the Literacy policy - pending)*

## Cognition and Learning

### Numeracy

Numeracy sessions, which include learning about number, shape, money, measuring including time, take place at least three times a week:

- Young people working within Bands 3-6 receive whole class teaching of numeracy skills, group and individual work, and programmes on the computer (IXL) which are designed to develop, monitor and assess progress.
- Young people working within Bands 1-2 will have opportunities for mathematical development built in throughout the curriculum and the school day, in play based activities, community visits, role play and cooking, as well as in taught Numeracy sessions.
- All young people will have an opportunity to practice and develop numeracy skills and knowledge as highlighted in their specific IEP targets through 'Teach Tasks' or individual 'Work boxes' as appropriate.
- There will be a Numeracy theme for each term linked where possible to the Topic. For example young people may learn about 'Pattern'

### Other areas of learning:

Through the carefully constructed Topic/Theme Cycle, we provide a broad and lively programme of activities to ensure all students learn about their world. This includes learning about science, geography & history, technology, RE and expressive arts ( art, music, drama, dance) as identified in the Independent Schools Standards.

Young people in School may also participate in 'Forest schools' where they have opportunities to learn about nature, their environment, animals, insects and other creatures, weather and learn to explore safely.

In order to support our young people to learn skills and knowledge which they can use in their every day lives, we provide regular structured opportunities to learn in and about their local community. This may include going shopping, learning to use the bus or go to a café, or how to cross the road safely. It may include exploring the sensory elements of a walk in a wood or on a sunny or windy day. Community visits are planned to meet the needs of each young person and to support the generalisation of learning.

## Physical and/or sensory

Our young people have easy access to their classes own outdoor play areas, playground and the school field for running, climbing, using bikes, and exploring.

Weekly P.E sessions, which may include dance, athletics, games, gymnastics, team games and take place in the sports hall or on the school field.

To support young people who have sensory needs; sensory sessions and programmes including morning huff and puff sessions are offered. These sessions are devised to help the young people regulate the sensory information they are processing and settle them for their learning experiences in class. Most students have their own sensory diet, devised in consultation with the Occupational Therapist, which details specific activities required to support self regulation and re-balancing enabling learning readiness

The Physiotherapist works with some young people and liaises with support staff to support young people who have individual physiotherapy programmes.

### Spiritual, Social, emotional, personal and health education

Personal and Social development continues to be an important part of our School curriculum. We aim to develop skills such as sharing, co-operation, independence, social awareness and skills, personal hygiene and self-help skills for example:

- Visiting other places and the local community enables young people to learn road safety, sun safety etc
- Learning about cleaning teeth, washing hands etc, showering, and using the toilet
- Cooking and snack time where we can learn to make choices appropriately about what we like, what is healthy, and how to prepare simple meals and drinks as independently as possible
- In RE young people learn about other religions and faiths, different places of worship

### Upper School Curriculum

On entry to Upper School (14-19), there is a re-assessment of learning pathways- at this point students will follow a functional or academic pathway in relation to English and/or Maths.

We do not believe that Post 16 is any more significant than Post 14. The Post 14-19 Curriculum supports this idea.

Young people are given the opportunity to practise and generalise key skills through joint learning experiences with mainstream peers (**pending**), work experience, residential trips and nationally recognised and accredited schemes including OCR and City & Guilds both on-site and out in the community.

Teaching and learning focuses on the delivery of the ASDAN Life Skills Challenge for those in Band 1 – 3 and OCR Life and Living Skills Curriculum for those in Band 4 – 6. In addition the core skills (ICT, Numeracy and Literacy) are taught as cross curricular key skills where possible in a functional and real-life situations enabling skills, knowledge and concepts to be transferrable in to the world of work, independent living and life beyond school.

Access to adult education or Sixth Form link courses, and visits to other post-school providers are all arranged to suit the needs of individual students.

### Functional Literacy/Numeracy

In Upper School the BKSBS Assessments Tool is used which offers an initial screen to assess individual levels of functionality against the Adult Core Curriculum for young people functioning at Band 5+ in numeracy and/or literacy. The focus is on application of skills in real contexts as oppose to standard mathematical/english questioning making it more meaningful. The software is written to respond to the users entries and questions continue to be asked until such time as it identifies that questions are too challenging. A simple report is then produced which tells the user the level that they are functioning at i.e. Pre Entry, Entry 1, Entry 2 etc.

If results achieved reach Entry 1 or above a diagnostic assessment is then offered where questions are all based at that Level. Upon completion, the software produces a full report detailing areas of strength and areas for development. These are all mapped to the adult core curriculum and enable teachers to target set and teach to knowledge gaps as oppose to revisiting prior teaching.

These diagnostic assessments are re-visited on a termly basis to track progress over time, clearly identifying outcomes of learning, ensuring all individuals are stretched and challenged. For higher functioning students accreditation is sought through either: City and Guilds single unit awards in Numeracy and Literacy and GCSE. Where appropriate this may be done through a link provision with a local school or Sixth Form.

**Vocational studies, Careers and Work-related Education** are offered at Key Stage 4 and are an important feature of the Upper School programme.

Wolf report recommendations:

'While it is true that our economy demands and rewards the highly skilled, many of its jobs do not demand far greater levels of academic and school-based learning than in the past'

In order to empower all young people, the Upper School at Purbeck View offers a range of vocational tasters to enable young people to make informed choices about future study options. These include many enterprises, hospitality and catering, horticulture, office skills, horticulture, animal care, art & design, expressive arts, design and technology and hair and beauty.

**Recreation, Sport and Leisure** offered in Sixth Form support young people to prepare for adult life – using their time constructively and developing transferrable skills and knowledge of how to maintain and develop a healthy lifestyle in their community setting.

**Emotional Literacy** - see separate policy and plans – **to be created**

The young people are provided opportunities to focus on the development of their **Community Skills**, including the use of public facilities, social sight vocabulary and shopping skills, building on the work they have done previously in the lower key stages.

As part of their **PSHE and RE** curricula young people learn about citizenship and 'Fundamental British Values'. As older and responsible members of the school community some are able to take on a role on the School Council.

**Residential Experiences** are organised and off-site sporting and outdoor adventurous activities form part of the programme when students can practise generalising the skills worked on in school - **emerging**

### Duke of Edinburgh Award

The Duke of Edinburgh Award Scheme is offered to all the young people in Sixth Form for whom it is appropriate. Each part of the scheme takes approximately 6 months to 1 year to complete and includes the following elements; service, skill, physical recreation and leisure and concludes with the expedition. Many of our students participate fully in the scheme whilst some may do selected elements which are more appropriate to their abilities. These students will achieve sectional certificates. – **to be developed**

**Team Enterprise** - A business hub is being developed to support young people to learn and develop a range of vocational and employability skills. At Purbeck View we believe that young people should be offered the opportunity and exposure to as many different vocational options as possible enabling them to make informed choices about future employability options. Activities will include photography, carpentry, pottery, art and craft, horticulture, hair and beauty, fashion, hospitality and catering and animal care. Team Enterprise activities also enhance the students' problem-solving and social skills, and give opportunities to practise basic skills and interact with a range of outside agencies.

### PMLD- Sensory Learning Approach

The topic/theme grid is based on the Quest thematic units (PMLD) as a starting point, adapting and incorporating the OCR/ASDAN areas relevant to our students for accreditation purposes.

Within this we focus on four main teaching areas:

- Communication and interaction
- Cognition
- Physical /sensory
- Spiritual, Social, emotional, health and personal

*(Ref: Penny Lacy/ Swiss Cottage school's Informal Curriculum)*

### The Therapies

Some young people have personal priority needs which are central to their learning and quality of life, and the importance of therapies is recognised. Provision of these is a legitimate and essential aspect of the curriculum, planned for and delivered wherever possible as an integral part of class activities.

**The Speech and Language Therapists** work throughout the school and Sixth Form both with individual children and alongside school staff, setting learning targets, devising programmes and helping to develop the communication curriculum. The school Speech and Language Therapist also offers specialised support with eating and drinking skills and augmented systems of communication. (see S&LT policy)

**The Occupational Therapist** visits to advise on equipment for eating and drinking, using the toilet etc. and to give expert support with the development of hand skills. In addition we have a Sensory Integration Specialist who undertakes assessments and provides advice on sensory diets for those students who have sensory modulation issues.

**Physiotherapy services** are provided for individuals for whom this is appropriate, working with young people often alongside school staff, suggesting daily activities to carry out in order to maintain and develop physical abilities, and advising on access issues.

### References

Quest thematic Units (PMLD)

CLDD Curriculum Birkett House

The Informal Curriculum Swiss Cottage School

The Bridge school curriculum for people with Profound and Multiple Learning difficulties.

Penny Lacey, University of Birmingham, "How to develop a curriculum for young people with PMLD"

The Redway Communication framework

Wolf recommendations 2015

Montacute School – Poole, Dorset

[http://complexneeds.org.uk/modules/Module-3.2-Engaging-in-learning---keyapproaches/All/downloads/m10p040c/engagement\\_chart\\_scale\\_guidance.pdf](http://complexneeds.org.uk/modules/Module-3.2-Engaging-in-learning---keyapproaches/All/downloads/m10p040c/engagement_chart_scale_guidance.pdf)  
(Engagement process)

<http://www.ecswe.org/downloads/publications/QOC-V3/Chapter-1.pdf>  
(Neuromotor readiness for learning)

<http://www.simplypsychology.org/maslow.html>  
(Maslow's Triangle)