BARNDALE SCHOOL

What I learn today, prepares me for tomorrow.

Curriculum, Assessment & Pupil Progress Policy

Policy Location:	Written:	Review Due:	Person Responsible:
Staff Share -> Policy Library	September 2024	September 2025	Mark Phillips, Headteacher Sarah Dickson, Deputy Headteacher All staff

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Additional Policies to be read in conjunction with this policy:

- English Policy
- Calculation Policy
- SRE Policy
- Gateway Curriculum (pupils on residential offer)

Rationale

This policy identifies how, we at Barndale, approach our curriculum to provide a quality education and provision to the pupils who attend the school. As all pupils attending will also have an EHCP it was also explain how the long and short term targets dovetail into our curriculum to ensure our pupils have positive future outcomes and independence into adulthood.

About us

Barndale is a specialist provision for pupils aged 3-19yrs old. The main cohort of students we cater for are those with 'communication & interaction' and 'cognition & learning' as their main area of need. We feel it is important we deliver our learning through a 'primary model' whereby all learning happens in home groups with familiar staff, routines and expectations. This has the additional benefit that pupils feel safe in their environment, specialist resources are available to them and progression can be more carefully monitored.

The school is based across two sites; Howling Lane for our youngest and oldest pupils and Windsor Gardens for the cohorts in between. Facilities and resources are shared between the two sites and pupils still get the opportunity to interact with the larger school community.

Whilst still a relatively small school, we also have a residential provision so that our curriculum offer can be extended beyond the school day- our 24 hour step curriculum programme. This allows us to ensure we are offering a bespoke and personalised approach to every child's learning and special educational needs. The residential provision has also supported parents and families through the increase of time in which pupils attend our school.

The breakdown of pupils who attend Barndale

Over the last few years the cohort of pupils attending Barndale has grown and changed. The school predominantly meets the needs of pupils with specific learning difficulties (SLD), autism spectrum condition (ASC) and those which relate to communication and learning. We do have young people with more complex difficulties and where possible they will be taught alongside their peers.

Intention- What we will offer….and why

The outcomes for adults with any form of disability are significantly less than those who don't. This injustice has formed our rationale of our curriculum offer and the importance of trying to make a difference for the children that attend Barndale.

Six per cent of adults with learning disabilities are in paid employment (March 2019)

The employment rates for adults with disabilities are dismal. In 2018, only 51 per cent of people with disabilities were in paid employment, compared with 81 per cent of the general population.

*(*https://feweek.co.uk/2019/03/12/education-that-gets-out-of-classrooms-and-into-the-community/*)*

…children and young people with a disability – including those with a learning disability or SEN – are more likely to be bullied than those without a learning disability (Rose 2011; Fink et al. 2015 Chatzitheochari et al. 2016).

https://www.mencap.org.uk/learning-disability-explained/research-and-statistics/children-research-and-statistics

Children and young people with a disability are more likely to live in poverty than those without a disability (Emerson, 2012; PHE 2015).

..an estimated 1,200 people with a learning disability are dying avoidably each year due to a lack of good quality and timely healthcare. Furthermore, people with a learning disability still have a life expectancy that is 29.3 years lower than the general population for women, and 22.8 years lower for men.

https://www.mencap.org.uk/sites/default/files/2019-11/Mencap%20Annual%20Report%202019.pdf

Considering the evidence for outcomes for adults with SEND we have carefully reviewed our curriculum to ensure what we deliver supports pupils beyond the school day. As a school we developed the motto 'What I learn today, prepares me for tomorrow'. This is to capture that learning has a purpose and that everything we do will support our young people into adulthood.

Whilst we do follow the National Curriculum it is difficult for us to complete the breadth and depth required. As such we do our very best to ensure all of our young people have a curriculum that is fit for purpose and allows them to have sufficient skills and knowledge that is embedded, connected and transferrable. Our curriculum offer will be highly focussed on the fundamental and functional aspects that will prepare all of our young people for adulthood.

Barndale Curriculum Offer

Core Curriculum Values

Ready to Learn	Meeting Needs	Building Ambition	Developing Interests

Skills Builder

Speaking	Listening	Creativity	Teamwork	Leadership	Aiming High	Problem Solving	Staying Positive

EHCP Targets

Input from Professionals- Occupation Health, Speech and Language Therapy, Hearing/Visual Impairment Service, Physiotherapy, School Nursing, Paediatricians, CYPS	Provision maps- completed for every child Pupil on a page plan- guidance for every team

Curriculum Pathways

	Engagement	Activate	Consolidate	Accomplish
Coverage	This initial pathway uses the EYFS areas of learning to establish the fundamental areas of learning. Communication is at the heart of the curriculum and the young people will explore their environment and participate in adult led sessions to build their language, experiences and skills around thematic topics.	This pathway will be focussed on the breadth of the National Curriculum. Pupils will learn 'subjects' through topic based approaches, developing depth of learning in the core areas of; English, Maths, Science, Computing, PSHE & PE. The arts and humanities will also be taught as part of ***Activate*** and students will be joining up learning experiences.	This is our post 14 curriculum to support the transition into adulthood. This pathway will be built around the key areas of; English, Maths, Digital Skills, PSD, Employability, Preparing Food, Self-Care, Independence and Travel. All areas of the curriculum will be accredited to ensure that the transition to further education/employment can be continued.	This pathway is to support our learners continue their journey on their foundations for learning. It supports them accessing learning that is appropriate to their needs, interests and stage of development. **See Appendix 4.**
Expected Outcomes	✓ Communicate choices and needs ✓ Develop independence exploring the environment ✓ Develop confidence in physical/personal development ✓ Engage with others through play and learning ✓ Understand initial concepts of language, words, numbers and the world around them	✓ Pupils will have developed a depth of learning in the wider subject areas of the curriculum, at a level appropriate to their developmental stage. ✓ Pupils will show greater independence in meeting their own learning, educational and health/wellbeing needs ✓ Pupils will have developed the skills to be part of a wider community- engaging positively and respectfully with others ✓ Pupils will have developed an understanding of adulthood in preparation for making choices	Pupils will leave Barndale with the confidence and ability to move onto their own bespoke pathways. <u>Accreditations 22/23</u> ✓ NCFE English- Functional Skills Entry 1-3 ✓ NCFE Maths- Functional Skills Entry 1-3 ✓ NCFE ICT- Functional Skills Entry 1-3 ✓ ASDAN- PSD ✓ ASDAN- Life skills Challenges ✓ Duke of Edinburgh	Pupils on this pathways will continue onto the Accomplish P4A pathway which takes their learning into practical situations to support them in preparing for adulthood. The students will get to experience adulthood with the support of an adult and accredited curriculum.

Preparation for Adulthood Outcomes

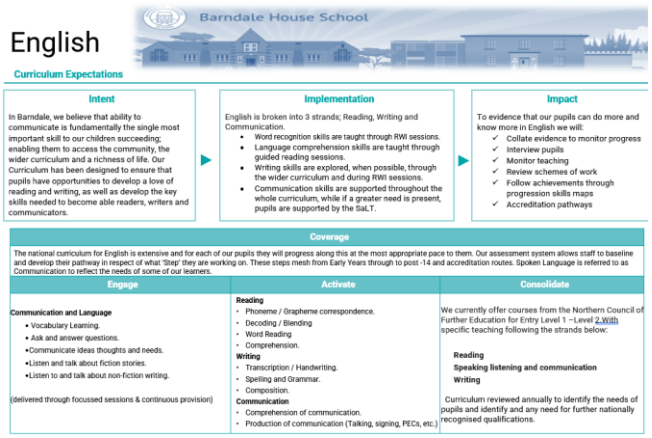
	Engagement	Activate & Accomplish	Consolidate
Life/Employment Skills	* Following instructions * Adapting to environments * Playing with others * Real world play * Real world visits * Numeracy * Language Development	* Talk about careers * Meeting role models * Building ambitions and interest * Real world experiences and visits	* Careers advisory sessions * Person centred planning * Work experience/tasters * Qualifications * Enterprise projects * Building vocational profiles * Transition work
Independent Living	* Feeding & Drinking * Toileting * Real world play * Getting dressed * Making choices	* Personal hygiene * Telling the time * Managing money (shopping) * Cooking * Staying away from home * Travel training * Safety & signs in the community	* Making decisions * Managing incomes and expenditures * Supervised access to the local area * Life skills and planning for the future * Managing time * Safety in the home * Understand types of living arrangements
Friends, relationships & Community	* Making friends * Social interaction * Visits and day trips	* Developing reciprocal friendships * Learning to be safe on and offline * Knowing the local area * Walking short distances alone * Understand bullying * Managing change * Making decisions on using free time	* Belonging to different groups * Having safe relationships * Managing social media and technology * Staying safe * Understand risks- drugs and alcohol * Understanding the criminal justice system * Knowing where to go for help
Health & Wellbeing	* Diet and food variety * Developmental checks * Immunisations	* Diet and obesity choices and checks * Physical exercise * Medical visits (optician, dentist, CYPS) * Understanding puberty and relationships	* Relationship and sex education * Managing their own health/medical need * Staying physically active and healthy * Managing own wellbeing * Healthy choices- sleep, drugs & alcohol

Implementation- How the Curriculum will be delivered/structured

The table above models our curriculum offer and further to this each class and curriculum area has a more detailed breakdown- these are detailed/referenced in the appendices attached to this policy.

Subject Specific Overviews

For each curriculum area we produce several documents. The Subject Specific Overview demonstrates the curriculum content for our youngest through to our oldest pupils. This overview details the specific rationale for intent, implement and impact measures as well coverage at each key stage. We also have an additional one that covers our Post 14 group due to the diversity of the curriculum in preparation for adulthood.



English

Barndale House School

Curriculum Expectations

Intent

In Barndale, we believe that ability to communicate is fundamentally the single most important skill to our children succeeding; enabling them to access the community, the wider curriculum and a richness of life. Our Curriculum has been designed to ensure that pupils have opportunities to develop a love of reading and writing, as well as develop the key skills needed to become able readers, writers and communicators.

Implementation

English is broken into 3 strands; Reading, Writing and Communication.

- Word recognition skills are taught through RWI sessions.
- Language comprehension skills are taught through guided reading sessions.
- Writing skills are explored, when possible, through the wider curriculum and during RWI sessions.
- Communication skills are supported throughout the whole curriculum, while if a greater need is present, pupils are supported by the SaLT.

Impact

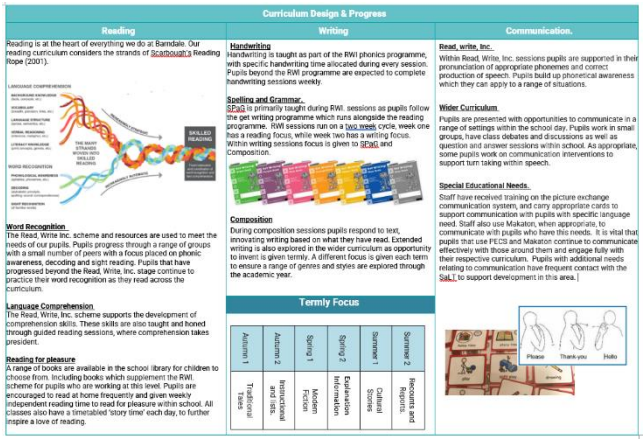
To evidence that our pupils can do more and know more in English we will:

- ✓ Collate evidence to monitor progress
- ✓ Interview pupils
- ✓ Monitor teaching
- ✓ Review schemes of work
- ✓ Follow achievements through progression skills maps
- ✓ Accreditation pathways

Coverage

The national curriculum for English is extensive and for each of our pupils they will progress along this at the most appropriate pace to them. Our assessment system allows staff to baseline and develop their pathway in respect of what 'Step' they are working on. These steps mesh from Early Years through to post -14 and accreditation routes. Spoken Language is referred to as Communication to reflect the needs of some of our learners.

Engage	Activate	Consolidate
Communication and Language • Vocabulary Learning. • Ask and answer questions. •Communicate ideas thoughts and needs. •Listen and talk about fiction stories. •Listen to and talk about non-fiction writing. (delivered through focussed sessions & continuous provision)	**Reading** • Phoneme / Grapheme correspondence. • Decoding / Blending • Word Reading • Comprehension. **Writing** • Transcription / Handwriting. • Spelling and Grammar. • Composition. **Communication** • Comprehension of communication. • Production of communication (Talking, signing, PECs, etc.)	We currently offer courses from the Northern Council of Further Education for Entry Level 1 –Level 2 with specific teaching following the strands below: **Reading** **Speaking listening and communication** **Writing** Curriculum reviewed annually to identify the needs of pupils and identify and any need for further nationally recognised qualifications.



Curriculum Design & Progress

Reading

Reading is at the heart of everything we do at Barndale. Our reading curriculum considers the strands of Scarborough's Reading Rope (2001).

Word Recognition

The Read, Write Inc. scheme and resources are used to meet the needs of our pupils. Pupils progress through a range of groups with a small number of peers with a focus placed on phonic awareness, decoding and sight reading. Pupils that have progressed beyond the Read, Write, Inc., stage continue to practice their word recognition as they read across the curriculum.

Language Comprehension

The Read, Write, Inc. scheme supports the development of comprehension skills. These skills are also taught and honed through guided reading sessions, where comprehension takes president.

Reading for pleasure

A range of books are available in the school library for children to choose from. Including books which supplement the RWI scheme for pupils who are working at this level. Pupils are encouraged to read at home frequently and given weekly independent reading time to read for pleasure within school. All classes also have a timetabled 'story time' each day, to further inspire a love of reading.

Writing

Handwriting

Handwriting is taught as part of the RWI phonics programme, with specific handwriting time allocated during every session. Pupils beyond the RWI programme are expected to complete handwriting sessions weekly.

Spelling and Grammar.

SPaG is primarily taught during RWI. sessions as pupils follow the set writing programme which runs alongside the reading programme. RWI sessions run on a two week cycle, week one has a reading focus, while week two has a writing focus. Within writing sessions focus is given to SPaG and Composition.

Composition

During composition sessions pupils respond to text, innovating writing based on what they have read. Extended writing is also explored in the wider curriculum as opportunity to invent is given termly. A different focus is given each term to ensure a range of genres and styles are explored through the academic year.

Termly Focus

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Traditional Tales	Instructional and lists	Modern Fiction	Explanation Information	Cultural Stories	Recounts and Reports

Communication.

Read, write, Inc.

Within Read, Write, Inc. sessions pupils are supported in their pronunciation of appropriate phonemes and correct production of speech. Pupils build up phonetical awareness which they can apply to a range of situations.

Wider Curriculum

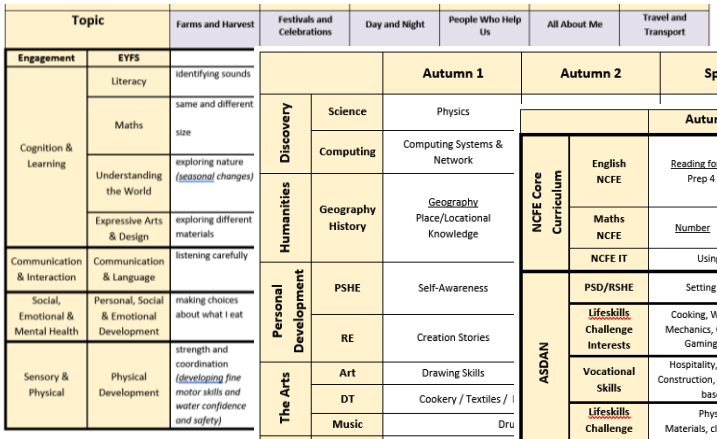
Pupils are presented with opportunities to communicate in a range of settings within the school day. Pupils work in small groups, have class debates and discussions as well as question and answer sessions within school. As appropriate, some pupils work on communication interventions to support turn taking within speech.

Special Educational Needs.

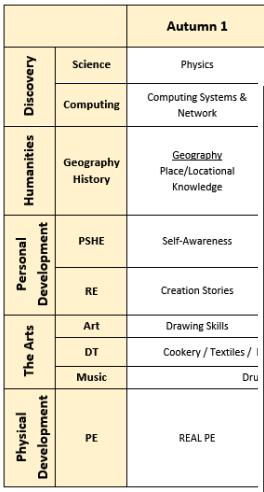
Staff have received training on the picture exchange communication system, and carry appropriate cards to support communication with pupils with specific language need. Staff also use Makaton, when appropriate, to communicate with pupils who have this needs. It is vital that pupils that use PECS and Makaton continue to communicate effectively with those around them and engage fully with their respective curriculum. Pupils with additional needs relating to communication have frequent contact with the SaLT to support development in this area.

Coverage and Progression Map

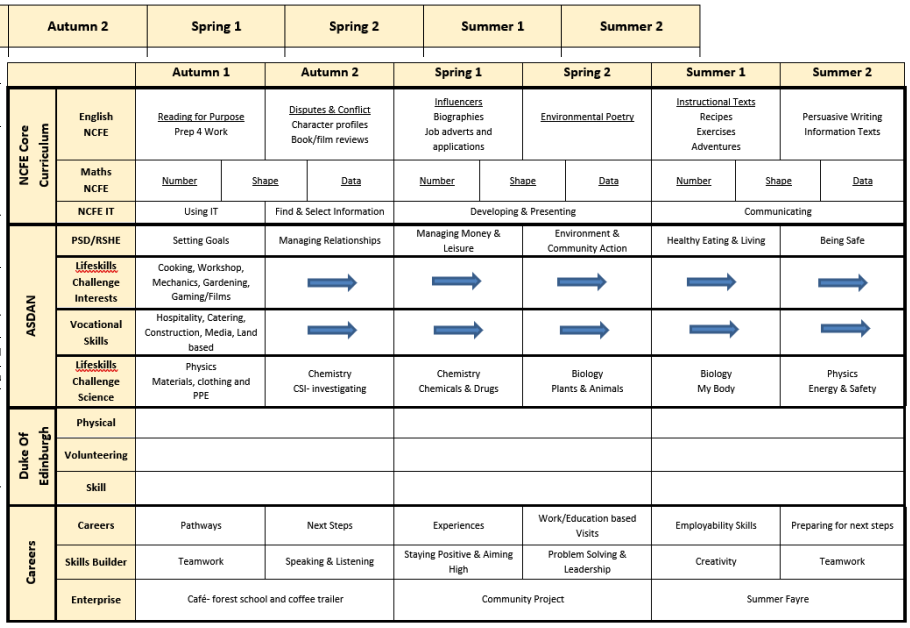
We have taken the Subject Specific Overviews and delved into these deeper to demonstrate the coverage of knowledge, skills and progression across the school. The coverage and progression maps are produced for each pathway. Each class then has a more detailed topic/theme plan for teachers to plan appropriately for their group.



Topic		Farms and Harvest	Festivals and Celebrations	Day and Night	People Who Help Us	All About Me	Travel and Transport
Engagement	EYFS						
Cognition & Learning	Literacy	identifying sounds					
	Maths	same and different size					
	Understanding the World	exploring nature *(seasonal changes)*					
	Expressive Arts & Design	exploring different materials					
Communication & Interaction	Communication & Language	listening carefully					
Social, Emotional & Mental Health	Personal, Social & Emotional Development	making choices about what I eat					
Sensory & Physical	Physical Development	strength and coordination *(developing fine motor skills and water confidence and safety)*					



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Discovery	Science	Physics					
	Computing	Computing Systems & Network					
Humanities	Geography History	Geography Place/Locational Knowledge					
Personal Development	PSHE	Self-Awareness					
	RE	Creation Stories					
The Arts	Art	Drawing Skills					
	DT	Cookery / Textiles /					
	Music	Dru					
Physical Development	PE	REAL PE					



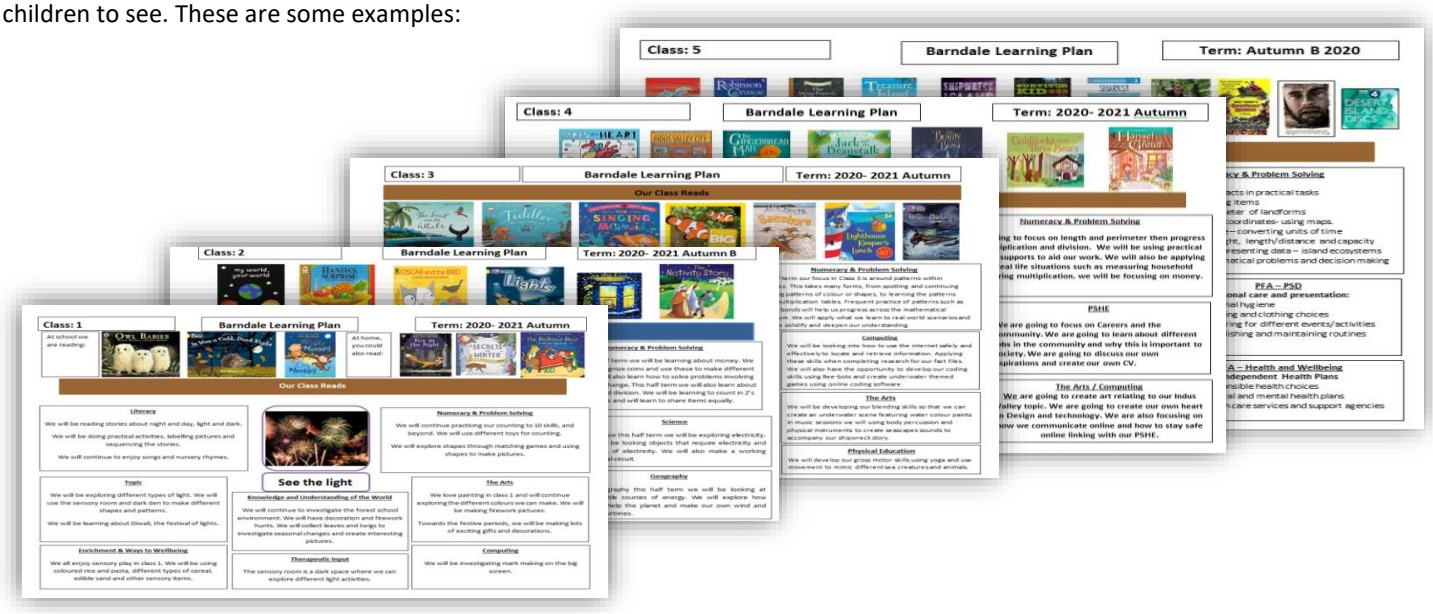
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NCFE Core Curriculum	English NCFE	Reading for Purpose Prep 4 Work	Disputes & Conflict Character profiles Book/film reviews	Influencers Biographies Job adverts and applications	Environmental Poetry	Instructional Texts Recipes Exercises Adventures	Persuasive Writing Information Texts
	Maths NCFE	Number / Shape / Data		Number / Shape / Data		Number / Shape / Data	
	NCFE IT	Using IT	Find & Select Information	Developing & Presenting		Communicating	
ASDAN	PSD/RSHE	Setting Goals	Managing Relationships	Managing Money & Leisure	Environment & Community Action	Healthy Eating & Living	Being Safe
	Lifeskills Challenge Interests	Cooking, Workshop, Mechanics, Gardening, Gaming/Films	→	→	→	→	→
	Vocational Skills	Hospitality, Catering, Construction, Media, Land based	→	→	→	→	→
	Lifeskills Challenge Science	Physics Materials, clothing and PPE	Chemistry CSI- investigating	Chemistry Chemicals & Drugs	Biology Plants & Animals	Biology My Body	Physics Energy & Safety
Duke Of Edinburgh	Physical						
	Volunteering						
	Skill						
Careers	Careers	Pathways	Next Steps	Experiences	Work/Education based Visits	Employability Skills	Preparing for next steps
	Skills Builder	Teamwork	Speaking & Listening	Staying Positive & Aiming High	Problem Solving & Leadership	Creativity	Teamwork
	Enterprise	Café- forest school and coffee trailer		Community Project		Summer Fayre	

Skills Builder

As a school we feel it is incredibly important we support all of our young people with core skills that will support their transition into adulthood. We have bought in to Skills Builder, as a reputable and effective programme, to support young people build, enhance and apply their core skills required to be an independent adult. These core skills below will be taught to all children through a half termly focus, with speaking and listening (communication) as a continuous thread throughout the year.

Communicating our Curriculum to pupils and parents/carers

One aspect that we are promoting is our communication with parents/carers and the pupils about the learning that they are doing. For every half term we will produce a topic overview which will be shared with parents/carers and be in the classroom for children to see. These are some examples:



Promoting home engagement with learning and reading

Each overview will be headed with a library of books, texts, media that will support the topic that is being delivered. This is to ensure that parents/carers can actively engage with learning and promote reading skills, develop pre-learning and support with building foundations for learning in school.

We publish these and all of our wider curriculum documents on the school website to ease access for parents/carer and young pupils. http://www.barndalehouse.northumberland.sch.uk/web/what_i_learn_today_prepares_me_for_tomorrow/573223

What will learning look like?

This will vary depending on the curriculum the child/young person is on, the way they learn best and the most effective way to get the high level of engagement and interaction needed to make progress. Each class will have an explanation outside or in the entrance of their room to explain what learning looks like for that class.

What you will see consistently across the school…

- ✓ Children happy and engaged in their learning
- ✓ All adults engaged with pupils throughout their learning, sensory support or regulation activities
- ✓ Children encouraged to be independent in their work, using resources or digital technology
- ✓ Staff feeding back progress and offering support/challenge
- ✓ Purposeful learning environments across the whole site
- ✓ A key focus on communication
- ✓ A steady and consistent pace to learning with adults giving children time to communicate, respond and engage

Marking, Feedback and evidence gathering

For pupils to make the best progress they need instant, quality feedback on their learning so they are able to make changes and have work sufficiently differentiated or made more challenging. In Barndale we use a simple highlighter system as not to make language/reading a barrier to progress being made. See key below:

Dan was excellent at riding his red BMX. = Green means great work/objective achieved

dan was eggslent at riding his red BMX? = Pink **WE** (teacher-pupil) need to think/reflect and make changes

Pupils will be aware of what they are learning through the use of objective/enquiry question headers attached to their work or in books.

Impact- How do we know the children are making progress? How do we know our curriculum is working?

How do we monitor the curriculum?

Monitoring learning is equally as important as the planning and delivery. At Barndale we see this as a cycle of curriculum developments and improvements and this involves more than just our class based staff. We have Curriculum Champions rather than Subject Leaders within our school- this is to ensure the role is as much about advocating and promoting than just scrutinizing. We have developed an annual curriculum action plan and monitoring plan that details how the SLT, Curriculum Champions and Governors can ascertain the effectiveness of the curriculum. This is then validated independently by our School Improvement Partner (SIP).

Curriculum Monitoring Plan 2024-25

RAG rate	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Champions	Curriculum Review	Pupil Progress moderation	Learning Walk	Pupil Progress moderation	Resourcing	Curriculum Impact
SLT Monitoring	Meet with CC to agree priorities	Team Coaching Launch Observations	Meet with CC to review priorities	Team Coaching Observations	Meet with CC to review priorities	Team Coaching Observations
Governor Monitoring	Meet link teacher/CC Subject Learning Walk with CC			Meet link teacher/CC to review impact of curriculum Review evidence of impact		

Key monitoring areas and evidence gathered

Monitoring Planning & Curriculum Design

- Whole school overview
- Curriculum coverage- breakdown of EYFS/national curriculum/P4A outcomes by topic and curriculum subject
- Accessibility- curriculum champion and SLT meeting reviewing pupils needs and curriculum routes
- Topic Overviews- A4 topic/theme overview for each ½ term for communication with parents/carers

Monitoring Delivery of Learning

- Teaching- learning walks, peer observations, colleague coaching sessions, formal lesson showcase (video)
- Resourcing- resource audits, digital resources, curriculum topic boxes, abstract/concrete
- Subject knowledge- planning reviews, vocabulary banks, key concepts, pre/post learning
- Differentiation and challenge- bespoke learning plans and timetables, pre learning and stretch activities

Monitoring Pupil Progress

- Enquiry based progress- pupils will respond, in a way appropriate to their needs, to the questions as part of the topic
- Tapestry- photographic evidence library, linked direct to learning outcomes, communicated to parents/carers
- Evidence of learning- books, marking & feedback, photo journal, learning/subject trackers

Monitoring Outcomes of Pupils

- Attainment- projections and target setting
- EHCP- provision maps and annual reviews
- Accreditations/Qualifications- quality and quantity
- Further education/Transition/Careers- log of progression beyond Barndale.

Feedback from Pupils

- Interviews- understand their experiences
- Questionnaires- reflecting on learning challenges and successes
- School council items- areas of school and curriculum improvements

Assessment & Pupil Progress

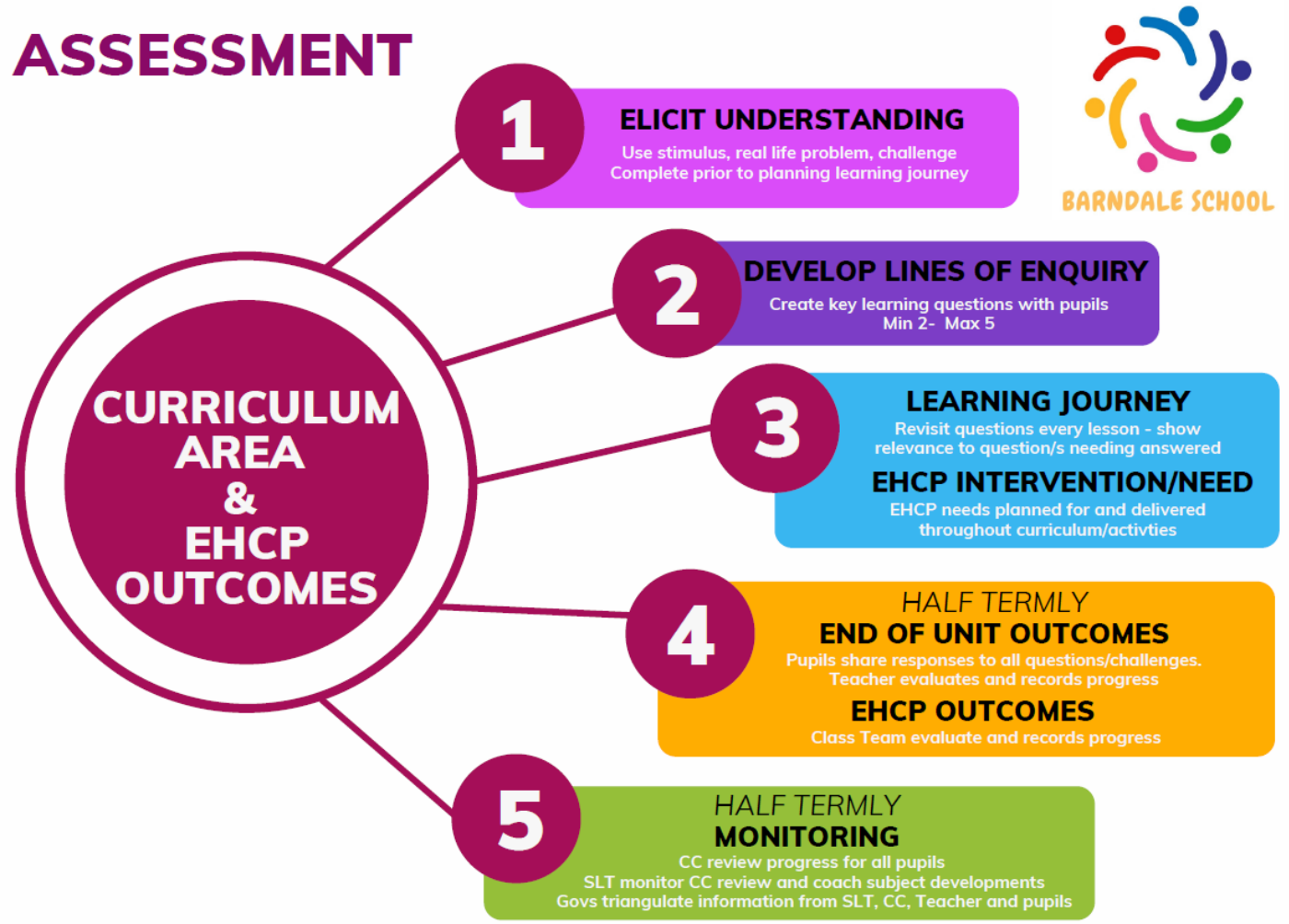
As a school we use Bsquared as our main assessment (academic) platform. This carefully links to our curriculum offer but also supports the tracking of progress similarly, irrespective of the pathway being followed. We also like Bsquared as our pupil progress transfers as the young people progress onto new pathways.

We recognise that our pupils also make progress in their holistic development. To capture this we use our 'Ready to Learn' holistic tool to see how our young people are developing the skills to be confident, independent and effective learners. We track their progress in:

- Self control
- Social Skills
- Self Awareness
- Skills for Learning
- Approach to Learning

Pupil Progress

It is incredibly difficult for us to measure progress as a set value. As such we have a range of ways to ensure we know if our pupils are making progress. Whilst, for students in mainstream education, there are end of key stage measures we feel these are neither appropriate or obtainable for many of our students. Instead we look at their age, cognitive development, academic progress and holistic development. We pull this together and use the professional judgement of our staff, and the evidence they have, to measure progress, set realistic targets and relate these to the EHCP for each child.



Statutory Testing

Our pupils are able to sit statutory testing if it is attainable and appropriate for their needs. Where this wouldn't be the case the school would disapply the young person and ensure their parents/carers were also in agreement. For some examining bodies we would be too small a centre to deliver their accreditations, but we would always try and source alternatives.

Continuous Development and Curriculum Review

As a school we fell our curriculum should never be static. The needs, ambitions and interest of our pupils change frequently and as such our curriculum should be adaptive, responsive and appropriate for all of our pupils to make progress. Each area of the school and subject is continually reviewed and adapted to ensure it is fit for purpose.

Reporting & Validation

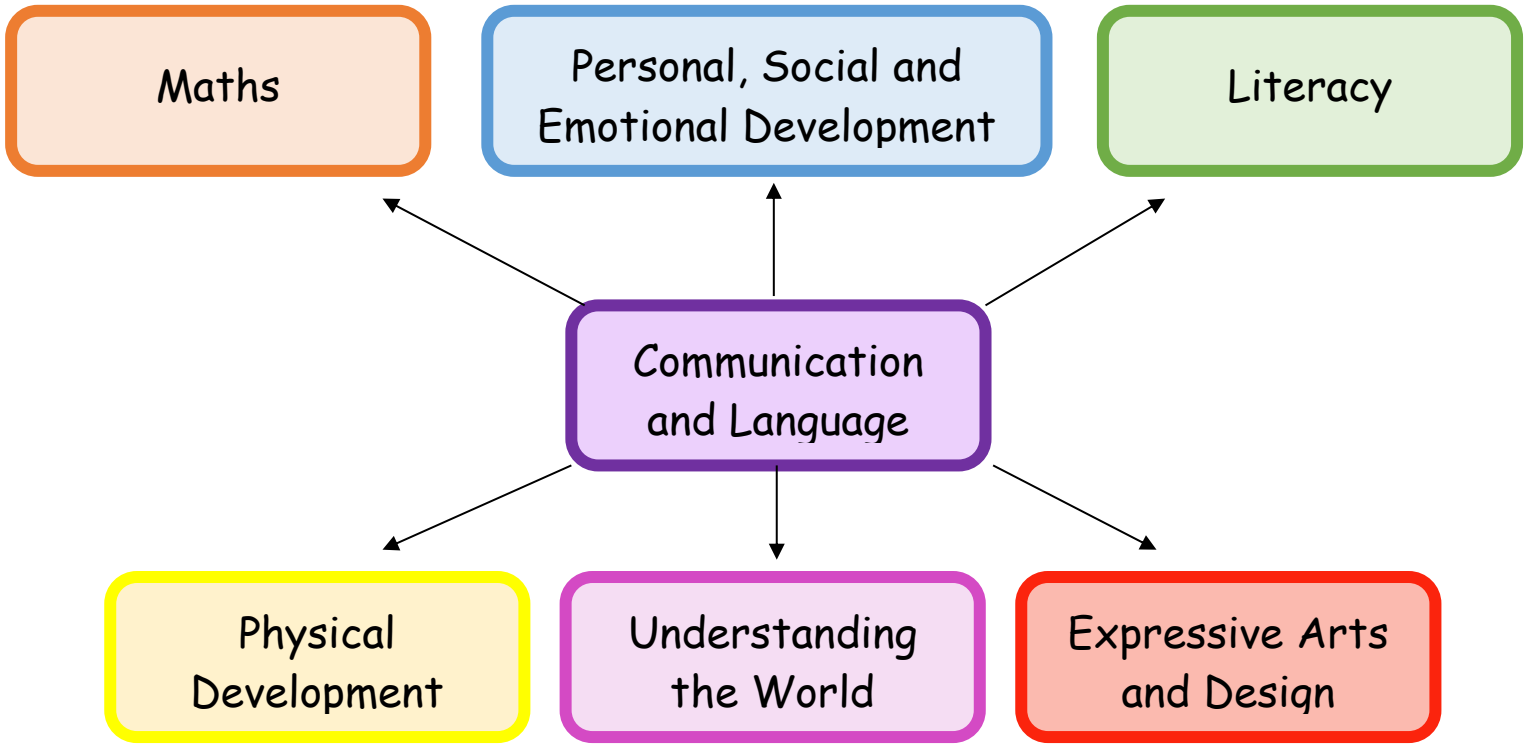
As a school we would want our judgements and achievements to be validated from external partners to ensure we receive sufficient challenge, praise and recognition. As such the following partners will have an active role in providing this:

- ✓ Parents/carers-through feedback, questionnaires, curriculum forums and EHCP reviews
- ✓ Governors-curriculum audits, meetings with curriculum leads, learning walks, evidence scrutiny
- ✓ School Improvement Partner (SIP)- curriculum and evidence scrutinies
- ✓ OFSTED- quality assurance of curriculum offer, pupil outcomes and quality of education

Appendix 1: The Engagement Curriculum

This curriculum is specifically designed for those students at the beginning of their learning journey. It is predominantly for our youngest pupils but it could also apply to older pupils who are not yet ready to transition onto our next pathway. Whilst the majority of this pathway will be drawn from the Early Steps framework it will also incorporate the engagement profile. Pupils could be working at different depths and stages within this pathway. These steps are as follows:

0-3 mnts	3-6 mnts	6-9 mnts	9-12 mnts	12-18 mnts	18-24 mnts	2-2½ yrs	2½-3yrs	3-4yrs	Rec	ELG	Exc ELG



Appendix 2: The Activate Curriculum

This curriculum is specifically designed to support those students who are able to access the national curriculum. It is aimed at developing core knowledge, skills and understanding in each national curriculum subject. For each subject strand there are specific areas of focus and these are differentiated from Progression Step 1 through to Progression Step 10. Furthermore incremental progress towards mastery of each assessment criteria is embedded in our assessment system.

Core Curriculum

English

- Reading- for pleasure & purpose
- Writing
- Communication- speaking and listening

Maths

- Number & Calculation
- Measurement & Geometry
- Statistics & Probability

PSHE

- Self-Awareness
- Self-Care, Support & Safety
- Managing Feelings
- Changing & Growing
- Healthy Lifestyles

Digital Skills

- Computing Systems & Networks
- Creating Media
- Programming A & B
- Data & Information

Foundation Curriculum

Science

- Biology- Animals inc. Humans, Living things & Habitats, Plants, Evolution & Inheritance
- Chemistry- Everyday material, Properties of Material. States of Matter. Rocks
- Physics- Seasonal changes, Light & Sound, Earth & Space, Forces & Magnets, Electricity

Humanities

- Geography- Place/Locational Knowledge, Geographical Features, Skills & Fieldwork
- History- Terminology, Cause & Consequence, Enquiry & Interpretation, Understanding Connection. British History, World History
- RE- Creation Stories, Ancient/Historical Religions, Significant Figures, Places of Worship, Pilgrimages, Big Questions

The Arts

- Art & Craft- Drawing, Colour, Printing, Textiles, Sculpture, Collage
- Design Technology- Cookery, Textiles, Design & Make
- Music- Drumming, Singing, Creating

PE

- Gymnastics
- Dance
- Games

Appendix 3: The Consolidation Curriculum

Core Curriculum

NCFE English

- Reading
- Writing
- **Functional vocabulary** -needs and environmental
- Communication- Speaking & listening

NCFE Maths

- Number
- Calculation
- Shape, Space & Measure
- Handling Data

NCFE IT

- Using IT
- Finding Information
- Developing & Presenting
- Communicating
- Being Safe & Responsible

ASDAN PSD & RSHE

- Setting Goals
- Managing Relationships
- Managing Money & Leisure
- Environment & Community Action
- Healthy Eating & Living
- Being Safe

Specialist Curriculum

Careers

- Pathways & Next Steps
- Enterprise
- Experiences of Work
- Work/Education Visits
- Employability Skills
- Preparing for Transition

Independent Living

- Independence- Chores & Routines, Recreation, News & Affairs
- Preparing Food- Hygiene, Preparing Meals, Using Equipment
- Self Care- Monitoring Health, Managing Clothes, Washing
- Travel- Moving around, Planning a Journey, Undertaking a Journey

ASDAN Life skills Science

- Physics- Materials, clothing and PPE, Energy & Safety
- Biology- My Body, Plants & Animals
- Chemistry- CSI Investigations, Chemicals & Drugs

ASDAN Life skills

- Interests- cooking, workshop, gardening, gaming, home improvement
- Vocation- hospitality, catering, construction, media, land based study

Duke of Edinburgh

Appendix 4: The Accomplish Pathway

Jabadao

This is an approach which gives opportunities for children to take part in free-flow, self-led, spontaneous movement to different music. Attention is given to specific early movement patterns and activities that appear to prompt neurological development. This will occur naturally in all children, given appropriate opportunities.

Attention Autism

This is an intervention model designed by Gina Davies. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities.

TEACCH – Work stations

TEACCH is not a single method, and can be used alongside other approaches.

TEACCH usually aims to provide structure in order to support the learner to understand what they are learning and what is expected of them. It creates a predictable structure with visual support. This can reduce anxiety and encourage independence.

TEACCH is a very systematic system.

Communication

We use a variety of methods, most appropriate to the learner, to support their communication. This could be to promote engagement with adults or to support them in getting their needs met.

Sensory story

To allow students to be part of a group activity, to anticipate a story and be engaged in a story. To bring stories to life with the use of concrete objects, Children often respond to the intonation of the adult's voice, the visual aids, sounds, smells, tastes or the texture of the objects to support the words that are being used.

TACPAC

This is a sensory communication resource using touch and music. TACPAC helps our children with sensory impairment, developmental delay, complex learning difficulties, tactile defensiveness, and limited or preverbal levels of communication.

Intensive interaction

Working on improving communication by interacting on students level. Mirror there sounds, movements and eye contact. Sit at their level, let them lead the session. Turn take in making sounds, movements and touch.