



Curriculum Rationale and Development

“Education’s starting point should not be about us.it should be about them, their needs, their aspirations and goals” (Dr Maggie Atkinson, Children’s Commissioner for England, September 2013).



Curriculum Design – Partnership Working

The school set out to incorporate best practices through working in partnership with experts in the special educational needs field including:

- The Institute of Education - London Centre for Leadership in Learning 2012 - 2017
- Peter Imray - Head of the Bridge School's Training and Consultancy Service, Director of Equals, Commissioned by the School's Network to write materials for SLD, PMLD and CLDD Curriculum Development for the Teacher Development Agency (TDA).
- Dave Hewett and practitioners from the Intensive Interaction Institute
- Parents/Carers
- Governors
- Our Primary School – Mandeville School and Castlebar School
- Multi-disciplinary team
- Great Curriculum Challenge working with The Curriculum Foundation, RSA [Action and Research Centre]
- The Bridge Training Centre for Pupils with SLD, PMLD and ASD
- Equals Association [Entitlement and Quality Education for Pupils with Learning Difficulties]

This Curriculum is based upon the following guidance and research

- The curriculum in successful primary schools HMI report 553 October 2002
- Guidance from the DfE -Planning, teaching and assessing the curriculum for pupils with learning difficulties English, history, geography and science
- DfE accredited Swiss Cottage informal and semi-formal curricula
- Northern Ireland SEN Curriculum – Thematic Units
- Drama Guidelines for Teachers of Students with Severe and Profound Learning Disabilities

Curriculum Development

To meet the changing needs of our students, St Ann's are introducing the informal and semi - formal curriculum over this academic year which is based upon the Dfe approved Swiss Cottage Curriculum and the Equals SLD (Semi-Formal) Curriculum Schemes of Work

The Informal and Semi - Formal Curriculum

The informal curriculum is designed for pupils working approximately between P1 - P3 which is specifically designed to meet their needs in connecting and responding.

The semi-formal curriculum is designed for pupils working between P4 -P8 which promotes life-skills and is highly stimulating.

The Informal Curriculum

- Students working between P1 – P3/4 between 0 and 18 months.
- The curriculum areas within the Informal Curriculum therefore, address the priority areas relating to the development of young people with PMLD: communication, cognition, self-care and independence.
- Play/sensory exploration has a key role

The Semi-formal curriculum

- For learners with Severe Learning Difficulties (SLD), working broadly between P4 and P8.

- A life skills curriculum

St Ann's Role in Curriculum Innovation

Two of St Ann's teachers Agnieszka [head of PMLD] and Slava [head of ASD] were invited by Equals to help construct the Equals SLD (Semi-Formal) Curriculum Schemes of Work in Communication

St Ann's Curriculum is divided into two parts:

- The curriculum progresses from a thematic based curriculum in years 7 – 10 to our "Preparing for Adulthood Curriculum" based on Equals Moving On Curriculum in years 11-14 that seeks to facilitate the transition to life beyond school successfully.
- It is designed to build upon and generalise previously acquired skills, whilst developing further skills to promote our students' life skills and independence, at an appropriate level.

The Code of Practice 0 to 25 defines four areas of need:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical

The Rochford Review [October 16] states "It is important to monitor and support pupils' development in all 4 areas to foster engagement with the world and encourage autonomy."

Cognition and learning, communication and interaction, social, emotional and mental health and sensory and/or physical development

- St Ann's Curriculum is planned to develop our student's skills in these areas both through cross curricula learning, individual learning intentions and specific lessons.
- The next page demonstrates how the thematic curriculum covers all 4 areas and our curriculum documents - Communication, Language and Literacy , Preparing for Adulthood, PSHE and SRE provides programmes and teaching strategies to develop these 4 key areas

The thematic curriculum consists of:

| Curriculum Area |
|--|
| Communication, Language and Literacy – CLL |
| Cognition, Problem Solving and Numeracy – CPSN |
| World Studies |
| Science |
| RE |
| Creative Arts |
| Life Skills/PSHE |
| PE |



How the themes learning outcomes are set, monitored and how we know the students are making progress.

- At the beginning of each term a theme planning group meets and sets differentiated learning outcomes for the students with SLD, PMLD and ASD for each medium term planning module.
- These are further differentiated into three ability levels.

Curriculum Coverage

- The subjects are delivered through a termly theme. This provides a meaningful context for the application of skills, knowledge and understanding.
- There is a four year rolling plan of topics which ensures a breadth and balance of subject content, and enables additional varied encounters.
- Over each year science, history and geography skills and experiences are delivered. A related English text is studied

The programmes of study are adapted from

- Equals Semi-Formal Curriculum
- Guidance from the DfE -Planning, teaching and assessing the curriculum for pupils with learning difficulties English, history, geography and science
- Equal's Thematic Curriculum
- DfE accredited Swiss Cottage informal and semi-formal curricula
- Northern Ireland SEN Curriculum – Thematic Units
- **Drama** Guidelines for Teachers of Students with **Severe and Profound** Learning Disabilities

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These learning outcomes are informed by:

- Guidance from the DfE -Planning, teaching and assessing the curriculum for pupils with learning difficulties
- The School's Curriculum Documents
- Equal's Thematic Curriculum
- Equal's Semi-Formal Curriculum
- DfE accredited Swiss Cottage informal and semi-formal curricula
- Northern Ireland SEN Curriculum – Thematic Units
- The P levels
- MAPP and Routes for Learning

How Themes is monitored to ensure progress:

After school, throughout the term, teachers meet to identify any barriers to learning and action plan to overcome them.

The whole class team meet once a week to discuss progress before school.

At the end of each term, an individual progress report is compiled which becomes part of the students' learning journals .

This is moderated by the extended leadership team.

At the end of each term, all teachers meet after school for a review and reflection meeting

The termly progress report is sent home to parents who are invited to contribute.

At the end of the academic year a final progress report is compiled, moderated by the extended leadership team and sent home to parents. Parents meet with the class teacher and a teaching assistant

Preparing for Adulthood - St Ann's Curriculum -Years 11 -14

“Exploring, learning and getting ready for our futures”

St Ann's curriculum strives to provide a platform that will help our students in their transition to adulthood and achieve the greatest degree of independence they can.

St Ann's Curriculum - Years 11 -14

St Ann's curriculum provides a personalised learning programme based on Equal's Moving On Programmes of Studies and 4 Pathways:

1. Pathways to Community Inclusion
2. Pathways to Independent Living
3. Pathways to Health and Well Being
4. Pathways to Employability

The pathways provide a curriculum framework for planning provisions designed to meet all four sets of outcomes. The particular outcomes selected will be within the choice and control of young people themselves, as far as possible, through their needs and interests, which are reflected in their EHC Plan.

Teachers of learners aged 16+ can then 'populate' a young person's post-16 learning programme to ensure they achieve the outcomes they have stipulated - from a mix of the four pathways.

Personalised Provision Mapping:

| Community Inclusion | Independent Living | Health and Well-Being | Employability |
|---------------------------|-----------------------------------|---|---|
| Bowling Club | Sleep Ins | Physio Therapy | Care Home -Work experience |
| Library Club | Road Safety Training | Occupational Therapy | Catering placements - residential work experience |
| Swimming Club | Emergency Services | Hydrotherapy | Allotment -horticulture work experience |
| College Links | Basic First Aid Training | Image in Action- Specialised sex and relationship programme | St. Ann's Cafe catering |
| Horse Riding | Public Travel Training | Healthy Living Club | Office/Recycling Work Experience |
| Community Sports Links | Personal Care Programmes (PCP) | Eating and Drinking Programmes | Support staff in class |
| Theatre Club | | | |
| Behaviour support | | | |
| Drama/Poetry Therapy | | | |
| Music Therapy | | | |
| SpLT | | | |
| Other: | Other: | Other: | Other: |

Moving On Curriculum Content – Key Areas

- Citizenship
- Communication
- Creativity
- Daily Living Skills
- Foreign Cultures
- Humanities

- Leisure and Recreation
- PSHE
- Science
- Technology
- Work Related Learning

Moving On Curriculum Content – Functional Skills

Communication

- Listening and Responding
- Speech, Signs, Symbols or Objects
- Conversation

Skills for Reading

- Interest in Reading
- Response to Reading
- Objects and Symbols

Skills for Writing

- Meaning: Marks, Signs or Words
- Communicating: Marks, Symbols, Signs or Words

Number

- Counting

Moving On Curriculum Content - Functional Skills

Measure, Shape and Space

- Position
- Shape
- Common Measure

Information Handling

- Sequence
- Sorting Data

ICT

- Changing Environments
- Getting Information
- Communicating

Long term planning for: Moving on - Explorer 2016/17

Teacher: Corine / Abid

| Autumn | | | Spring | | | Summer | | |
|--|---|---|---|---|---|--|---|--|
| Preparing Picnics Picnics Fruits based foods | Materials in the home Home Investigators | Making a collection Leaf Project | PSHE A healthy Lifestyle Healthy Living Club | Asian Cultures Lifestyles India and China | Work experience at school/college Office work/Cafe | Healthy Soups Healthy Living Club | Mini Enterprises/ financial planning Cafe | Religious worship and festivals Easter, Ramadan/Eid |
| Activities: Picnic sensory story, fruit social games, make different foods which are fruit based, go on a picnic to different settings and prepare fruit snacks for this. Cross curriculum links: CLL/CPSN Humanities: Cities, towns and villages PHSE: A healthy lifestyle Daily living Skills: Using cleaning products | Activities: Material matching around the school, visiting home stores etc Technology: Village, BHS, Dreams, Homebase, explore different materials and their properties. Cross curriculum links: CLL/CPSN Technology: Making an item for a display Creativity: Art Daily living Skills: Outdoor gardening CLL/CPSN Technology: Using resistant materials Daily living Skills: Outdoor gardening, using cleaning products | Activities: Collecting leaves and sorting these to make a large display in class Cross curriculum links: CLL/CPSN Technology: Making an item for a display Creativity: Art Daily living Skills: Outdoor gardening | Activities: Healthy living club, fitness regimes, healthy drink and snack making Cross curriculum links: CLL/CPSN Technology: Healthy soups Creativity: Movement and gesture PHSE: A healthy lifestyle Daily living Skills: Using cleaning products | Activities: Visit Asian supermarkets, make different asian foods, Asian fancy dress, Asian dance/music Cross curriculum links: CLL/CPSN Technology: Healthy soups Creativity: Movement and gesture Humanities: Cities, towns and villages PHSE: Family and friends Daily living Skills: Using cleaning products | Activities: Recycling, shredding, register duty, supporting teaching staff, general office duties, escorting visitors around school. Cross curriculum links: CLL/CPSN Humanities: Cities, towns and villages Daily living Skills: Using cleaning products | Activities: Using different ingredients to make a range of different soups, learn health and unhealthy food groups. Cross curriculum links: CLL/CPSN Technology: Healthy soups Creativity: Movement and gesture PHSE: A healthy lifestyle Daily living Skills: Using cleaning products | Activities: St. Ann's Cafe - taking orders, food prep, cleaning, shopping, managing money, advertising, shopping lists Cross curriculum links: CLL/CPSN Humanities: Cities, towns and villages Daily living Skills: Using cleaning products | Activities: Sensory story for festivals, craft activity relating to them e.g good deed calendar, egg/nest decoration, crest cookie. Cross curriculum links: CLL/CPSN Technology: Healthy soups Creativity: Movement and gesture Humanities: Cities, towns and villages PHSE: Family and friends Daily living Skills: Using cleaning products |

| Autumn | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|---|--|
| Daily living skills: Preparing snacks - Autumn Cafe | Citizenship : The emergency services – I need a plaster | Leisure and Recreation: Aromatherapy/beauty Therapy - My Spa | Daily living skills: House /indoor gardening – My green patch | PHSE: Personal hygiene – I can care for myself |
| Activities: Mini enterprise: create a mini cafe where students from school can come and buy drinks, snacks, drinks, smoothies, and fruits salads. Cross curriculum links: Since: Heating and cooling , Electricity and man – made energy Technology: Changing basic food recipes Foreign Cultures: Lifestyles, Wilder cultures PHSE: Road safety, Personal hygiene Daily living Skills: Preparing snacks, Cleaning routines. Communication: Listing and responding, Speech, Signs, Symbols or objects, Conversation | Activities: Visits to local emergency services stations, simulation of emergency situations including emergency phone calls. Cross curriculum links: Work related Learning: Team work at school. Daily living Skills: Cleaning routines. PHSE: Road safety. Technology: Design and decoration. Communication: Listing and responding, Speech, Signs, Symbols or objects, Conversation | Activities: Visit to local spa, use of beauty therapy treatment at school. Encountering experience and engaging in new smells, textures. Learning how to enjoy free time and relax after school. Cross curriculum links: PHSE: Personal hygiene, road safety. Technology: Design and decoration. Work related Learning: Safety at school Since: Heating and cooling Communication: Listing and responding, Speech, Signs, Symbols or objects, Conversation | Activities: Grow window sill plants, herbs and vegetables. Maintain plants, grow cress and prepare snacks. Cross curriculum links: Since: Heating and cooling , energy Technology: Changing basic food recipes Foreign Cultures: Lifestyles, Wilder cultures PHSE: Road safety, Personal hygiene . Daily living Skills: Preparing snacks, Cleaning routines. Communication: Listing and responding, Speech, Signs, Symbols or objects, | Activities: Activities enabling students to learn and practice the skills of self care e.g. brushing teeth, shower, etc. Create set of routines booklets for the evening and morning time. Cross curriculum links: PHSE: Personal hygiene. Daily living Skills: Cleaning routines, Work related Learning: Safety at school, A job study. Communication: Listing and responding, Speech, Signs, Symbols or objects, Conversation |

The St Ann's Curriculum has two core elements:

- Functional skills for the 21st Century
- Creative learning delivered through art, drama, music poetry, storytelling and sensory exploration.

St Ann's Curriculum strives to be a "Deep Learning Curriculum".

We do not want our learners to merely "dip their toe" into curriculum areas that they are only able to "touch the surface" of.

Instead, we want them to fully immerse themselves in learning.

British Values

- Both the thematic and 16 -19 programmes of study, promote the experience of key learning linked to life in Britain.
- Similarly, opportunities to experience a range of cultures are built into multi-sensory learning experiences that are reinforced and supported through discussion appropriate to the students' ability level.
- The curriculum is designed to give the students a heightened understanding of the people around them.
- They explore the diversity within their class and within their school, looking at areas such as religion and heritage.
- The students also explore the local area and how to access its services. There is also an emphasis on skills for participating in the community.

British Values - Rights Respecting School and PSHE Curriculum

- Our Rights Respecting School and our PSHE curriculum empowers our students to recognize their own rights and the rights of others and advocate for themselves and their peers, according to their ability.
- This curriculum area also explores global citizenship, and sustainability as well as rights and responsibilities.

Student Voice and British Values

- The work of our Student Voice (student council) helps our students 'understanding of the democratic process, demonstrating active participation, listening to and representing the views of others within the school community'.
- The school's PSHE curriculum gives the students' the skills and knowledge, to deal with changes in their lives as they pass through adolescence, to keep safe, express their needs, preferences and emotions and become active citizens in their community.

Keeping Safe

- Giving our students the skills to keep safe is at the heart of St Ann's Curriculum. Our staff have specialised training in safeguarding and child protection including the Prevent Strategy, E Safety, forced marriage, financial abuse and FGM.
- Our staff are also give specialised training in teaching our young people skills to keep themselves safe in the home, community and on line.
- Image in Action a specialist organisation funded by St Ann's School, Ealing Council and the NHS train our staff, work on a 1 to 1 basis and in workshops with parents and jointly deliver lessons and workshops with our young people

The Moving On themes are incorporated into the Upper School PSHE curriculum.

Continuing Skills - PSHE/Citizenship

Skill 1 - Permission

- Giving
- Receiving
- Refusing
- Coping with refusing
- Language of asking
- Initiating
- Respect for others
- Judging situations
- Recognising appropriate requests

Skill 3 - Assertion

- Finding a voice
- Making a choice
- self esteem
- Rights
- Basic techniques
- Using body language
- Communication skills
- Recognising sexist/racist language
- Emotions

Self -

Skill 2 - Decision Making

- Likes and dislikes
- Vocabulary
- Concept of yes and no
- Recognizing options
- Making realistic choices
- Accepting responsibility for choices
- Compromise
- Negotiation
- Procedure for asking for information and help

Protection

Skill 4 - Health and Safety

- Keeping safe - school, community and on-line
- Following simple instructions
- Identifying risk
- Giving and getting help
- Safely using medicines
- E safety
- Coping with peer influence

Skill 5 - Preparing to become an adult member of my community - a citizen

| Upper School | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
|--------------|---|---|--|--|---|---------------------------------------|
| | My Body | My Body | Advocacy and self-expression | Public and Private | See below - Keeping safe | Healthy Lifestyles |
| | Travel in the community/ travel training PMLD – Myself and my community | Travel in the community/ travel training PMLD – Myself and my community | Personal Hygiene and Presentation | Personal Hygiene and Presentation | Keeping Safe – in the community, e safety and drug awareness PMLD –self advocacy | Relationships |
| | Bodily and physical awareness | “I Have Rights” PMLD - My Choices | Family and friends PMLD – Myself and other people | Family and friends PMLD – Myself and other people | Keeping Safe – in the community, e safety and drug awareness PMLD –self advocacy | Healthy lifestyles |
| | Being in the community – Travel training | Being in the community – Travel training | Sexual Education and reproduction or My Body | Sexual Education and reproduction Or My Body | Keeping safe see above | Being an adult /next steps in my life |

Voyager
Traveller
Explorer
Adventurer

| Lower School | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------|---|--|--|--|---|---|
| Year 1 | My Body | My Body | Public and Private P1 – P3 – My Choices | P4 upwards My Feelings P1 –P3 Myself and other people | Keeping Safe – in the community, e safety and drug awareness PMLD – What I like and don't like | Personal hygiene and presentation |
| Year 2 | Gender / My Body | Personal hygiene and presentation P1 – P3 – My Care and life skills | Personal hygiene and presentation P1 – P3 – My Care and life skills | My family and friends P1 –P3 – Myself and other people | Keeping safe As above | Me and my community – being a citizen |
| Year 3 | Healthy Living | Healthy living | Co-operative Life skills | P4 upwards My Feelings P1 –P3 Myself and other people | Keeping Safe As above | Changes in my body P1 – P3 – My Care and life skills |
| Year 4 | Public and private P1 – P3 – My Choices | Relationships P1 –P3 – Myself and other people | Personal hygiene and presentation | Personal hygiene and presentation | Keeping safe | My Community and Myself – being a citizen |

Attention Autism

Attention autism is a highly motivating teaching strategy used regularly in St Ann's to develop functional social communication, understanding and spontaneous communication. This intervention uses the power of shared good times for building engaged learning and trusting relationships where interaction, problem communication and learning can flourish.

There are four stages:

Stage 1: Focusing Attention

Stage 2: Sustaining attention

Stage 3: Shifting Attention

Stage 4: Focusing, sustaining and shifting attention including a transition to independent working.

St Ann's Creative Curriculum

- The term "creative curriculum" captures the above principles and aims, and refers to "creativity" in its broadest sense.
- It is a curriculum, which aspires to enable learners to think and problem-solve imaginatively in a range of contexts, and in that sense be "creative".



Next Steps

- St Ann's will research and develop St Ann's own informal and semi-formal curriculum adapted from the Swiss Cottage Informal Curriculum and the Equal's Semi-formal Curriculum [Refer to SDP: Section C - Quality of Teaching and Learning and Assessment]
- St Ann's will analyse the findings of The Rochford Review and implement its key recommendations.