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Progress School

Curriculum Policy

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Curriculum Purpose at Progress School

At Progress, we believe in the power of education. Our curriculum is shaped by the educational and well-being needs of our students, facilitated by a holistic, student-centred, multi-disciplinary approach, which encompasses education, pastoral care and therapeutic support. It is personalised, relevant and coherently planned. It is ambitious in its determination for students to apply new knowledge and skills and for them to achieve the best possible outcomes. It is based on evidence of successful practice and incorporates the concepts, intent, and overarching ideas of individual subjects from the National Curriculum.

Our curriculum encompasses rich opportunities for high quality learning to support students in developing their self-awareness and communication skills as they prepare for the next stage in their lives. It promotes each student's resilience, determination and independence through our belief that so much more is possible. We harness our expertise to challenge and nurture our students from their individual starting points and help them lead the most fulfilling life possible, both in school and beyond. This is enabled by ensuring a strong focus on developing community and collaboration both within the School and with the wider world. It inspires curiosity and offers opportunity for students to initiate and develop their own future plans.

We commit to reviewing the impact of our curriculum on an on-going basis to ensure that it continually meets the bespoke needs of our students.

Curriculum Pedagogy.

At Progress School we offer a carefully planned curriculum based on the individual abilities of our pupils. This is underpinned by a therapeutic approach and offers our pupils a balance of teacher led and enquiry-based learning and practical application of skills within the community.

As well as developing academically we focus on developing speech, language and communication skills and promoting our pupils understanding of their sensory needs. We value pupil voice and provide a curriculum which promotes oracy skills.

Interwoven throughout our curriculum are opportunities for personal development and preparation for adulthood. We have exceptionally high aspirations for all our pupils and these aspirations can be achieved through our personalised, bespoke curriculum. A curriculum which is inclusive of pupil's interests, promotes independence and problem-solving skills, nurtures creative thinkers and inspires passive learners.



Starting Points.

When a Pupil joins us at Progress School they enter our Connection Phase. It is important that we identify the priorities for their learning and development and have a clear understanding of each pupils prior educational experiences and abilities. We work with parents, the pupil and a wide range of professionals to collect the relevant information to capture the pupil's starting points at our school and agree priorities and if appropriate end goals. At the end of their time in the Connection phase – usually a term, it is then decided using the data and information collected - which learning pathway is appropriate for the pupil to enter.

Some factors we consider

- Current age and time left at Progress School
- Stage of development
- Individual abilities and interests
- Disabilities and barriers to learning.
- Therapeutic needs
- Previous school attendance
- Previous school experiences
- Engagement and attitude to learning
- Physical health
- SEMH
- Student, family and stakeholder views.

Curriculum Objectives

At Progress School, we provide the following:

- A broad and balanced education for all pupils - planned to meet the highly individual needs of all our learners in line with their EHCP. For pupils who can access some independent learning (even with a high level of support), this education is based upon the National Curriculum, EYFS, The Autism Educational Trust Progression Framework and accredited courses and their EHCP targets.
- A curriculum that is continuously evolving to address the diverse needs of our pupils on roll, which is underpinned with personalised curriculums and individual timetables.

- A curriculum that promotes engagement for pupils who have had adverse educational experiences and have not accessed education for significant lengths of time.
- A therapeutic curriculum delivered by specialist teachers and supported with therapeutic programmes written by our multi-disciplinary team. This includes speech and language therapists, occupational therapists, and behaviour support input.
- Our curriculum has high expectations and is specifically designed to give pupils with autism relevant knowledge, skills and abilities to apply what they know and can do. Pupils are encouraged to achieve the best of their abilities with increasing fluency and independence.
- A curriculum that is coherently planned and sequenced towards accumulating knowledge and skills for future learning, employment, training, or other destinations as appropriate (particularly from 14-19 years). This also promotes a positive attitude towards life-long learning.
- A curriculum that provides them with the rich cultural capital they will need to reach their personal potential in life.
- A curriculum which supports pupils' sensory processing needs, physical development, and wellbeing, taking as much responsibility for their own health as they can and enabling them to live an active and healthy lifestyle.
- A curriculum which develops respect for religious beliefs and moral values, an understanding of other races, cultures and religions and respect for self and others regardless of race, gender, or creed, within a framework of equality of opportunity (Equality Act 2010) which is underpinned by British Values.
- A curriculum which considers the physical and mental health of pupils, it is carefully considered, and appropriate learning opportunities are identified to ensure pupils are effectively supported, so that they can apply their skills and knowledge throughout school and in later life.

Curriculum Learning Pathways.

All pupils enter Progress school via the Connection Phase which supports transition, relationship building and assessments and information to be gathered.

The pupils are then allocated a pathway - Discover, Grow or Thrive

Progress School Learning Pathways														Connect, Discover, Grow, Thrive.			
Pathway	Key Stage 1		Key Stage 2			Key Stage 3			Key Stage 4		Post 16 College						
	1	2	3	4	5	6	7	8	9	10	11	12	13				
Connect	Connect Pathway <u>Transition</u> <ul style="list-style-type: none"> Therapeutic input and assessment – targets created, PBSP completed Relationship building with staff team – home <u>visits</u>, community support Academic assessment and baseline – targets created, risk assessments completed Ongoing review of transition timetable. 																
Discover	Discover Pathway <u>Non/ Semi Subject Specific</u> <ul style="list-style-type: none"> Engagement Steps (<u>BSquared</u>) / Autism Educational Trust (Show Progress) EYFS/ AQA UAS Curriculum focus -Exploration Realisation Anticipation; Persistence and Initiation Therapeutic Focus – communication, sensory and behaviour. Delivered through a thematic <u>play based</u> curriculum 																
Grow	Grow Pathway <u>Subject Specific Pathway</u> <ul style="list-style-type: none"> Progression Steps (<u>BSquared</u>) and Autism Educational Trust Pathway (Show Progress) AQA UAS Curriculum focus – National Curriculum, delivered through a thematic approach. White Rose Maths, <u>Klipz</u>, PSHE Association Framework Therapeutic Support – communication, sensory and behaviour. 																
Thrive															Thrive Pathway <u>Functional Skills Pathway</u>		
Therapeutic All Pathways.	<ul style="list-style-type: none"> Sensory Diets/ Alert Programme Speech, Language, and Communication programmes and resources Attention Autism Behaviour support. 														<ul style="list-style-type: none"> Curriculum focus- English Maths, Personal Development Digital Skills Life skills: Food technology, Self-care, Travel Independence Employability, Skills, Routines Mirco enterprise AQA Unit Awards. Therapeutic support – communication, sensory and behaviour. 		
Personal Development All Pathways	<ul style="list-style-type: none"> Progress School Core Values/ British Values. Social, Moral, Spiritual and Cultural Education/ PSHE/ RHE/ Equality Act Enrichment activities Preparing For Adulthood Careers and Financial Education 																

Discover Pathway

Non/ semi subject specific pathway- Engagement steps/Early steps

Pupils on Pathway 1 are not yet ready to access a complete formal learning or a subject specific pathway at National curriculum (yr1) level.

Focus upon Engagement Steps and EYFS.

Who will access this pathway?	Severe Learning Difficulties (SLD) & Profound and Multiple Learning Difficulty (PMLD) population. Pupils who are not yet engaged in subject specific learning. Pupils who are beginning to display indications of the foundations of learning. Pupils up to 16 years old.
Learning opportunities	Thematic approaches linked to Engagement steps and the Autism Educational Trust Progression framework. Child led learning Cognition and learning Communication and interaction Social, Emotional and Mental Health Sensory and Physical Sensory story Attention Autism Sensory Science Sensory Drama and Music Phonics (Level 1)
Assessment framework	B Squared Engagement steps Early Steps. Blank level Assessments Show Progress – AET Progression Framework Prompt Scale.(obs) SALT / OT Assessments AQA Unit award scheme
Which schemes of work link to this pathway?	AET Progression Framework. Phonics Scheme EYFS Engagement steps PFA

Grow Pathway

Subject specific pathway - Progression Steps

Pupils on Pathway 2 are not progressing at age related expectations, however, are ready to access a subject specific curriculum with links to the National Curriculum. As they journey from primary age to secondary age, Pre Entry or Entry-level Certificates are available for them to access.

Who will access this pathway?	SLD, MLD or pupils who are working below age related expectations Pupils engaged in subject specific learning
Learning opportunities	Thematic approaches with NC links Duke of Edinburgh AQA Unit Award Scheme English/ Phonics Maths Computing PSHE (including Sex & Relationship Education) PE Art & Design Geography History Music Religious Education
Assessment framework	B Squared Progression steps Show Progress - AET Progression Framework. AQA Blank level, Reading age. SALT /OT assessments
Which schemes of work link to this pathway?	White Rose Maths, KLIPS , AET, PFA Lancashire Curriculum PSHE Association framework Phonics Scheme

Thrive Pathway

Functional Skills Pathway (16+) - Steps 4 Life

Pupils on Pathway 3 are not working at age related expectations. These pupils are assigned to a functional skills-based curriculum designed to develop their independence and self care skills in preparation for moving on to their next destinations. This pathway is underpinned by the Preparation For Adulthood Agenda which includes careers. Students will continue to access, as appropriate ,aspects of learning such as English and Maths.

Who will access this pathway?	Pupils with SLD and MLD who are working towards independent living. All 16 + Pupils
Assessment Frameworks	BSquared – Steps 4 Life Duke of Edinburgh AQA unit awards SALT/ OT Assessments.
Learning Opportunities	B Squared Steps for life English/ Phonics Maths PSD (including Sex & Relationships) Digital Skills Independence Preparing Food Self-care Travel
Which schemes of work link to this pathway?	National Curriculum, PFA, White Rose Maths KLIPs Lancashire Curriculum PSHE Association Framework Careers Phonics Scheme

Planning Expectations

Teachers' planning is monitored as part of Quality of Education Assurance monitoring system – See Teaching and Learning Policy.

Planning expectations include:

- Medium Term Plans are written collaboratively with the Teaching and Specialist Support Team (Communication, Sensory and Behaviour) and their review is ongoing throughout the term. Assessment and final review of targets is held at the end of each term by the MDT and new targets are written.
- Autism Educational Trust (Show Progress) targets are reviewed every term.

There is an expectation that all teachers plan sequenced learning opportunities for each individual, with carefully planned learning objectives and outcomes.

Legislation and Guidance

Legislation and Guidance This booklet reflects the requirements of the programmes of study for all our learners at The Ribble Autism School. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum related expectations of governing boards set out in the DofE's Governance Handbook

Promoting Equality and Diversity

There are 9 protected characteristics under the Equality Act 2010 and all schools should be able to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics.

The 9 Protected Characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

At Progress School, we ensure that our pupils are given opportunities to develop age-appropriate knowledge and understanding through a well-planned and delivered curriculum. Our Personal Development Curriculum underpinned by the PSHE Education planning framework for Pupils with SEND ensures respect of the protected characteristics is promoted within discrete lessons as well as throughout the curriculum and school ethos.

We believe that children should be able to recognise themselves and their circumstances so they can see their lived experiences validated and valued.

Implementation and a Personalised Curriculum

Once we have agreed the appropriate curriculum pathway for the student, we work as a multi-disciplinary team to identify the most effective way to deliver the curriculum so the student can access it to their full potential.

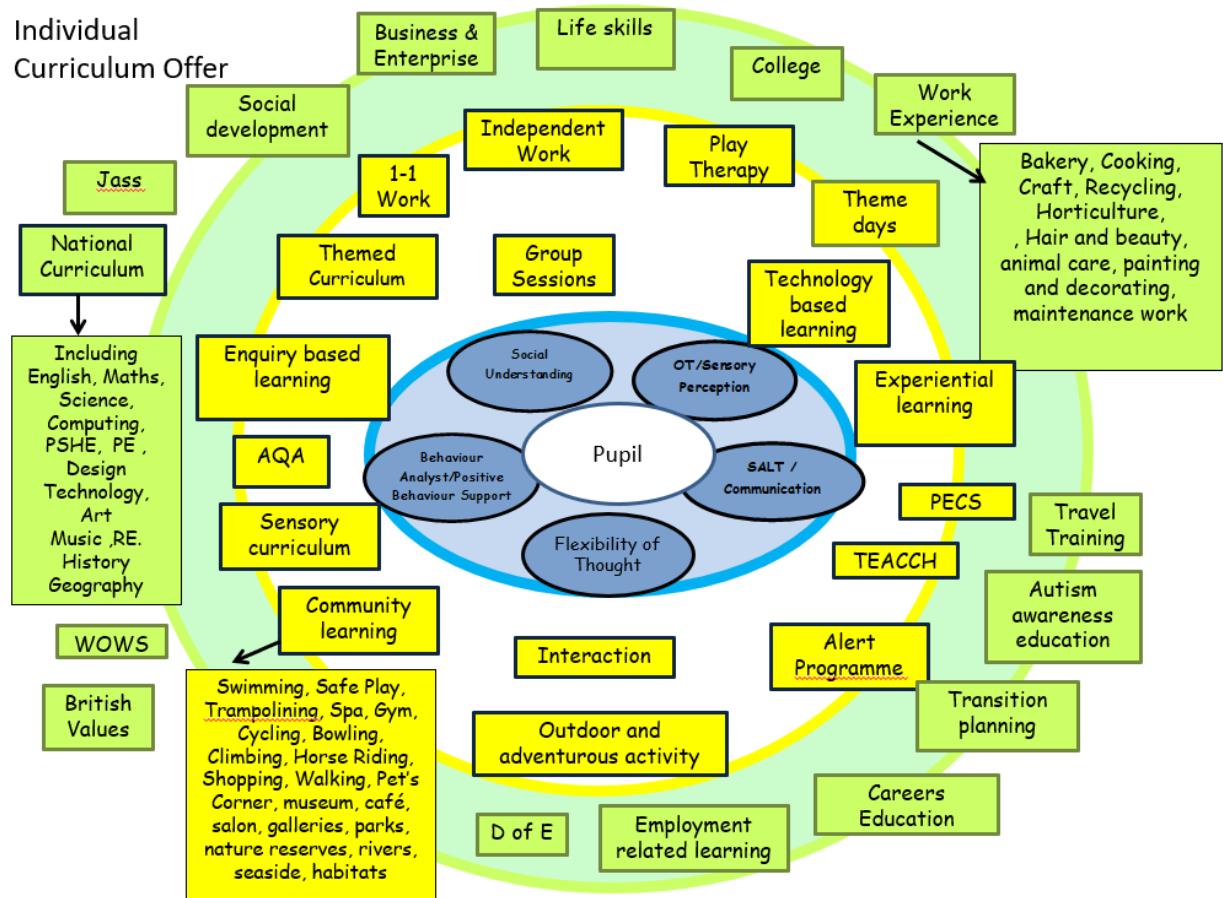
This involves consideration of therapeutic assessment and intervention, specialist teaching strategies and transactional support systems

Some factors we consider.

- Chronological and cognitive age.
- Special Educational needs and barriers to learning.
- Prior educational experience.
- Learning styles
- Strengths, abilities and interests.
- Communication skills
- Behaviour and risk management
- Emotional Regulation
- Sensory needs
- Engagement and motivation levels
- Social participation – with adults and peers
- Resilience and self esteem
- Social participation, with adults and peers.

At Progress School our curriculum is implemented through individual personalised approaches. Each pupil has access to a curriculum written and designed with them specifically in mind.

Example of Progress School's personalised curriculum (which is further differentiated according to individual need and pathway)



Teaching implementation at Progress School involves:

- Differentiated and personalised learning activities to match the ability and special educational needs of the individual pupil.
- Careful planning and well-structured individual or small group lessons which may include a starter, main teaching, task and plenary.
- Well resourced, scaffolded resources and materials that are Dyslexia friendly including differentiated/challenging work tasks.
- Supports which incorporate a variety of verbal and visual SALT strategies e.g. True Object Based Icons (TOBI), symbols, mind maps, blank level questioning, thinking time, talking mats, opportunities for oracy and an appropriate level of teacher talk etc.
- Staff providing consistent positive behaviour support strategies from pupil behaviour support plans. Staff are aware of pupil alert arousal levels.
- Teachers and TAs providing regular verbal and written feedback, to pupils in order to systematically check for understanding and acquisition of new skills.
- Tasks and activities which are stimulating, engaging and exciting whilst being appropriately challenging.
- A range of evidence-based Autism approaches for example, TEACCH approach principles which are firmly embedded into practice.

Implementation via themes and cross-curricular links

At Progress School we implement our curriculum using a thematic approach where appropriate. Teachers are expected to skilfully incorporate pupils' existing interests, whilst planning for new and exciting experiences linked to the half termly themes. These include all Primary National Curriculum subjects and are typically written for pupils of all ages. These pupils would not typically be working at age related expectations, and teachers should adapt these themes according to the pathway their pupils are on.

Our topics include :

The Amazon

Healthy Humans

Electricity

The Romans

The Colour Monster

Pirates Ahoy!

Implicit Curriculum.

At Progress School we maintain a strong ethos and strive towards the following principles:

- A happy, safe, positive and calm learning environment.
- A strong sense of community – i.e. mutually beneficial relationships and positive attitudes, values and beliefs which facilitate strong self-discipline and responsible citizens, who in turn value and can co-operate with others.
- A personalised approach to learning and behaviour (designed around meeting individual needs). These expectations are displayed in every classroom and corridor and are at the heart of our school.

Our values are positively reinforced through the school positive and proactive behaviour approaches. These principles and expectations are consistently taught through all aspects of the formal and implicit curriculum.

Accreditation Offer

At Progress School, we offer a variety of accredited courses for all our pupils, for example the AQA Unit Award Scheme. Accreditation offers is an integral part of our curriculum and our school. It offers our pupils a sense of achievement and it can create further opportunities for our as they move onwards and upwards. In some cases, the accreditation can be personalised further; for example, the Nicas Climbing Award.





Autism Educational Trust Progression Framework.

The AET progression framework aims to address skills and understanding that children and young people may find difficult because of their autism.

The main areas of learning are :

- Communication and Interaction.
- Social Understanding and Relationships.
- Sensory Processing
- Interests, Routines and Processing
- Emotional Understanding and Self-awareness
- Learning and Engagement.
- Healthy living Independence and Community Participation.

All pupils have individual targets reflective of their need and progression is recorded through the Show Progress Application. Their reports are sent to parents on a termly basis.

Impact

What difference is our curriculum making for our pupils?

The impact we have on the lives of our students is key to all we do and what drives forward learning and development at Progress school. Our student's learning is rich and embedded and so has a significant impact on their future as adults.

As each student's curriculum is bespoke and specifically designed to meet their individual needs so to is the assessment of its impact.

When considering the impact of learning, the following factors are considered.

- Starting points
- What was the learning intention has it been achieved or exceeded?
- Were there any factors impacting implementation?
- Has the level of support decreased, and the level of independence increased?
- Does the data reflect good or outstanding progress commensurate with the student's level?
- Is learning becoming generalised?
- Is there enough challenge in the student's curriculum?
- Has the learning made a real and lasting difference?

Impact at Progress School is measured and valued in a range of ways. We have high expectations of all pupils and strive for them to achieve to their absolute best ability. We measure progress in the following ways;

- AET Progression framework tracking. (Show Progress)
- Annual EHCP Review
- Assessment tracking eg BSquared – individual subjects
- Accreditation AQA Unit award scheme
- Standardised assessments in English-
- SALT/OT/Behaviour Assessments
- Prompt Scale

We have a focus on the holistic evidence and value progress shown over time, this is gathered in the following ways.

- Books, sketch books , evidence files.
- Show Progress.
- Progression Map

In summary, types of evidence for ongoing use: quantitative and qualitative

- Pupil assessments.
- Tracking of internal data
- Lesson observations

- Quality assurance of Teaching and learning – (See Teaching and Learning Policy).
- Collated information (attendance, bullying, accidents, incidents, etc.)
- Observations of behaviour and attitudes towards learning, curriculum engagement.
- Views from stakeholders (pupils, parents, staff)

Effectiveness of learning; attainment and progress;

Expected progress for pupils is defined using the curriculum pathway a pupil is on in addition to their starting point and what stage of transition into school they are at.

These expectations may vary based on attendance, changes in behaviour or readiness to learn, all these areas are monitored closely and form the data recorded in the Impact Document which is incorporates a learning matrix of need according to individual barriers.

Progress data for all pupils, across all subject areas is ongoing and closely internally monitored on a regular basis. This is then reported back to teachers on a termly basis. Teachers then amend their planning accordingly to address any issues raised. If any pupils are found to be significantly below expectations, then targeted intervention work may be arranged and other factors will be investigated. English and maths are similarly externally monitored with other schools.

Effectiveness of curriculum on preparation for next stage of education and life. (See Progress School Personal Development Policy)

Progress School works to provide a holistic and highly individualised approach to help pupils prepare for future employment and independent living by developing knowledge and skills relevant to their needs. All pupils have a personalised curriculum and work along one, or more, pathways towards their goals. The curriculum options include a wide range of accredited awards, enrichment activities, therapy sessions and life development opportunities. The personalised curriculum is frequently reviewed and amended according to progress, assessed needs and aspirations.

The Preparation for Adulthood outcomes are threaded throughout our curriculum within our Engagement Steps, Progression Steps and Steps 4 Life Pathways.

Destinations following Progress School include specialist further education colleges or where appropriate, specialist residential settings identified as appropriate for those with more complex needs.