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 Connect Pathway. It is important that we identify the priorities for their learning and development and have a clear understanding of each pupil's 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 on the Connection pathway – 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 and aspirations.

Our Curriculum Objectives

At Progress school we provide;

- 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.

If you have any questions around the curriculum offer at Progress School Please contact Cara Vaughan (Headteacher) Caravaughan@aspriscs.co.uk.

Curriculum Learning Pathways.



All pupils enter Progress School via the Connect Pathway which supports individual transition, relationship building and allows academic and therapeutic assessments to be completed.

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

Progress School Learning Pathway Overview

	Key stage 1		Key Stage 2				Key Stage 3			Key Stage 4		Post 16		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
Personal Development Curriculum	Progress School Core Values/ British Values. Social, Moral. Spiritual and Cultural Education/ PSHE/ RHE/ Equality Act Preparing For Adulthood Financial Education Careers													
Therapeutic curriculum	Sensory Diets and the Alert Programme Speech, Language, and Communication Programmes Attention Autism Behaviour support.													
PFA	Employment, Good Health, Independent Living, Friends, Relationships, and Community. AQA unit awards.													
Transition	**Connection Pathway** – all new pupils - One term Establishing relationships, bespoke transitional timetable, Therapeutic and teaching assessment completed.													
Engagement Steps Curriculum (PMLD and SLD)	**Discover Pathway - Non-subject specific pathway- Engagement Steps** Curriculum focus -Exploration Realisation Anticipation; Persistence and Initiation Delivered through a thematic based curriculum Prompt support									+ AQA Awards				
EYFS Curriculum	**Discover Pathway – Semi- formal pathway based on EYFS – Early Steps.** Curriculum focus – prime areas - PSED, Communication and Language, Physical development Literacy, Maths, Understanding the World, Expressive Arts and Design.									+ AQA Awards				
	AET Progression Framework													
Progression steps curriculum (SLD and MLD 6-14 years)	**Grow Pathway - Subject specific pathway, National Curriculum -Progression Steps** Curriculum focus- English Maths Science, Computing, PSHE (including Sex & Relationship Education) PE Art & Design Geography History Music Religious Education Delivered through a thematic approach with NC links White Rose Maths, Twinkl phonics ,Nelson Handwriting									+ AQA Awards				
	NEN Progression Framework													
Steps for Life curriculum College (16+)												**Thrive Pathway** **Functional Skills Pathway - Steps 4 life** Curriculum focus- English Maths PSD (including Sex & Relationships) Digital Skills Life skills: Self-Care and Independence, Travel Careers – micro enterprise. Duke of Edinburgh AQA Unit Awards.		

Discover Pathway

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

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.
Or pupils who are beginning to display indications of the foundations of learning.
Pupils up to 16 years old.

Learning opportunities.

Thematic approaches linked to the Engagement step model the EYFS Curriculum or the Autism Educational Trust framework.
Child led learning
Cognition and learning – 1:1 teaching
Community based activities
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

B Squared - Engagement steps
B Squared - Early Steps.
Blank level Assessments
Show Progress – AET Progression Framework
Prompt Scale.(obs)
Jasper Play assessment
SALT / OT Assessments
EHCP and Learning targets progression.
AQA Unit award scheme

Schemes of work and key documents linked to this pathway.

AET Progression Framework.
Twinkl Phonics Scheme
White Rose Maths
Plan Science Scheme
Nelson Handwriting Scheme
EYFS/ Development Matters
PSHE Association Framework
Engagement steps
PFA

Grow Pathway

Subject specific pathway - Progression Steps

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
Community activities
English/ Phonics
Maths
Computing
PSHE (including Sex & Relationship Education)
PE
Art & Design
Geography
History
Music

Assessment

B Squared Progression steps
EHCP and learning targets progression.
Show Progress - AET Progression Framework.
Prompt Scale
Jasper Play Assessment
AQA
Blank level, Reading age.
SALT /OT assessments

Schemes of work and key documents linked to this pathway.

White Rose Maths,
KLIPS ,
Plan science Scheme
Nelson Handwriting Scheme
AET,
PFA
Lancashire Curriculum
PSHE Association framework
Twinkl Phonics Scheme

Thrive Pathway

Functional Skills Pathway (16+) - Steps 4 Life

Who will access this pathway?

All 16 + pupils
Pupils with SLD who are working towards independent living.

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.

Assessments

BSquared – Steps 4 Life
Duke of Edinburgh
EHCP and target progression.
AQA unit awards
SALT/ OT Assessments
Show Progress - AET Progression Framework.
Prompt Scale
Jasper Play Assessment
Blank level, Reading age.

Learning Opportunities

National Curriculum
English/ Phonics
Maths
PSD (including Sex & Relationships)
Digital Skills
Community access
Micro enterprise
Careers
Independence
Preparing Food
Self-care
Travel

Schemes of work and key documents linked to this pathway.

National Curriculum,
PFA
White Rose Maths
Plan Science Scheme
KLIPs
Lancashire Curriculum
PSHE Association Framework
Careers
Autism Educational Trust
Twinkl Phonics Scheme

Subjects at Progress School

Reading and Phonics Engagement, EYFS, National Curriculum

At Progress School we follow the Twinkl phonics and Reading scheme underpinned by Blank levels. All of our pupils have highly personalised learning profiles and are at different stages of symbolic understanding, phonological awareness or comprehension. At Progress we encourage a love of reading across all areas of the curriculum and in all pupils, irrespective of their reading stage, ensuring that reading is meaningful and engaging to them.

Writing

At Progress school writing is not only a technical skill but also a tool for communication, independence and self-expression.

Our writing approach is adapted to each pupil's ability and underpinned by the Nelson Handwriting Scheme and supported by therapeutic input from our Occupational Therapist.

Writing is accessible to all pupils through sensory mark making, early writing, play, symbol use and AAC across all areas of the curriculum.,

Speaking and Listening

The development of each pupil's speaking, listening and communication skills is central to our curriculum. Our approach is designed for each pupil and created alongside our in-house SALT team. Progress School is a rich communication environment in which a wide range of strategies are used including, Alternative and augmentative communication (AAC) sign, symbol systems, visual schedules and assistive technology. Our total communication approach ensures that every pupil is supported to develop their voice.

Mathematics Engagement, EYFS, National Curriculum

At Progress school maths is taught following outcomes from White Rose Maths. Our curriculum is designed to be inclusive and assessable for all pupils . We recognise that our pupils have a wide range of cognitive profiles and learning needs and as such maths is delivered through:

Play based learning

Practical activities

Thematic and enquiry based approaches

Structured lessons

Functional numeracy development

Offsite learning opportunities.

Science Engagement, EYFS, National Curriculum

Science is taught through practical, curiosity-based approach which encourages our pupils to explore and engage with the world around them. Our pupils learn new skills through hands on experiments and experiences underpinned by science skills. Our science curriculum also provides pupils with opportunity to develop additional skills through cross curricular links with subjects such as mathematics and computing.

Computing

Computing is embedded across the curriculum and is accessible to all pupils regardless of ability or developmental stage. We use technology as a tool for learning, communication and independence. The school uses Purple mash to support the computing offer

Our pupils use a wide range of ICT equipment in lessons and across the school environment including:

Computers, laptops, IPads and interactive whiteboards

CD players, microwaves , cause and effect toys , Breebots

Assistive communication devices tailored to individual needs.

Within the community pupils are encouraged to become familiar with real world technology such as;

Self service tills, Apps, ordering systems.

Computing is integrated into our thematic learning and personal development activities.

History, Geography and Religious Education - Engagement, EYFS, National Curriculum

At Progress School History, Geography and RE are delivered both discretely and through thematic learning - depending on the needs of the pupils and the pathway they follow. We use a variety of tools to support learning including visual aids and symbols, social stories, opportunity for sensory based exploration.

Or approach promotes:

Communication and social understanding

Flexibility of thought

Chronological awareness

Understanding of historical and religious events and cultural celebrations.

All underpinned with cross curricular links to Literacy, Mathematics PSHE, Computing and Personal development.

Physical Education

PE is designed to be accessible and inclusive for all pupils. PE is delivered offsite with pupils participating in groups or individually supported by visual aids and personalised strategies.

Pupils have access to a range of physical activities including

Gym

Walking

Swimming

Sensory gym sessions

Climbing

Trampolining

PE sessions in the community centre.

Our approach ensures that physical activity supports emotional regulation, independence and overall wellbeing. Whether through structured PE sessions or activities within the community, every pupil is encouraged to participate and enjoy physical activity in a way that is meaningful to them.

PSHE



PSHE is part of our Personal Development offer at Progress which includes PSHE , RE and RHE. It is a fundamental part of our inclusive curriculum and is embedded throughout the school day and across all pathways. It is delivered in purposeful and meaningful contexts using the PSHE Association SEND framework. Pupils are supported to adopt healthy lifestyles through diet, physical activity and leisure pursuits, with activities carefully matched to their sensory, emotional and cognitive needs.

All pupils have access to a wide range of books and stories that explore protected characteristics, fostering respect, empathy, and understanding of diversity.

Communication and sensory regulation are promoted to ensure all pupils have the appropriate resources to be able to access learning. Through this holistic and inclusive approach every pupil is empowered to develop the knowledge, skills and confidence needed to live healthy, safe and fulfilling lives.

Planning Expectations

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

Medium term plans are bespoke and assessed and written as part of a collaborative approach between the teaching and therapeutic teams each term The plans reflect the appropriate curriculums, the views of the pupils and their families, EHCP targets and any assessments or data.

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

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

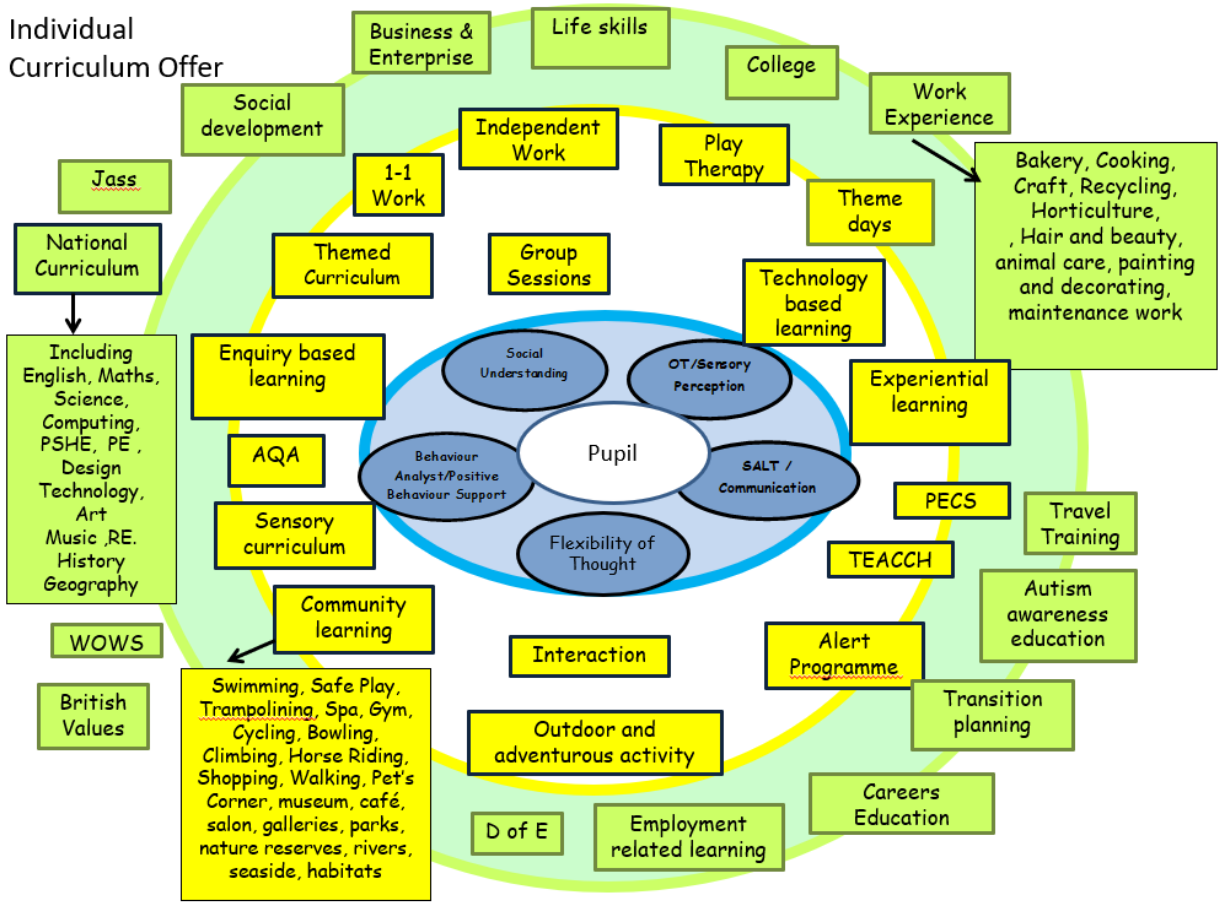
Some factors we consider.

- 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.

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



Teaching 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, 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 ;

Once upon a time

Healthy Humans

Electricity

The Romans

The Colour Monster

Aliens Stole My Underpants

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 schoo'sl 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.



Neuroinclusive Education Network Progression Framework.

The NEN 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.

Legislation and Guidance

This curriculum policy reflects the requirements of the programmes of study for all our learners at Progress 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 and ability 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 2026 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.

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;

- Neuroinclusive Education Network Progression framework tracking. (Show Progress)
- Annual EHCP Review
- A range of starting points on arrival to school.
- 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 are triangulated with each other to create a overall picture.

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 and governance 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.