

## Core Curriculum

Our core curriculum aims to ensure pupils develop the skills they need to become adults who are as happy and independent as possible, and who are able to be a part of the community they belong to.

The curriculum is designed to be flexible in order to meet the complex range of learning needs of pupils at New Siblands. There is scope for personalisation so that all learning areas identified in Education, Health and Care Plans (EHCPs) are addressed. In addition to cognition and learning, these are:

- Physical / sensory development
- Communication and language
- Social, emotional and mental health
- Independence

The curriculum for cognition & learning is based on the programmes of study for KS1 of the National Curriculum. English, Maths and Science are delivered as discrete subjects, while other subjects are mainly taught through topics. Each key stage has a shared topic and literacy text.

All aspects of the curriculum are adapted by teachers so that they can develop pupils' skills and understanding of concepts according to the specific needs of the groups they teach. For learners with profound and complex disabilities, this will be through a sensory approach; for learners operating at P4-8, this will use play and other explorative activities to build the prerequisite skills needed for subject specific learning; and for learners operating at the level of the National Curriculum this will focus on subject specific learning for core subjects as outlined in the programmes of study.

Pupils at all stages of development may have needs relating to the other strands learning outlined in EHCPs and, therefore may also access the sensory curriculum or have individual programmes for to meeting these.

Progress is measured using P-scales, National Curriculum outcome statements and individual EHCP outcomes. New Siblands is currently part of the national pilot for 'Engagement 4 Learning', which we expect to provide a new assessment framework for the sensory curriculum in 2018-19. We are currently reviewing our assessment frameworks in the light of the Rochford Review recommendation to stop using P-scales, and expect to have a new framework in place for 2017-18.

## **English**

### **Communication & Language**

A high priority is given to communication within the English curriculum, as well as across the curriculum as a whole. Opportunities to learn, develop, consolidate and generalise language skills occur at all points in the school day and less structured times, such as lunchtimes, playtimes, outdoor breaks / outdoor learning, assemblies and enrichment activities, can be as valuable as structured activities.

Communication is supported by use of Makaton and developed through the delivery of language development programmes such as Attention Autism, Lego Therapy and Talkabout. Communication may be supported by the use of Communication aids, Eye-gaze technologies, objects of reference, and visuals, such as PECS or communication books. A Speech and Language Therapist (SLTh) supports the assessment and monitoring of individual speech and language programmes, as well as delivering direct specialist support.

### **Reading**

High quality picture books are key to the medium-term English planning for pupils across all key stages. Role play and sensory experiences related to texts develop reading skills and foster an enjoyment of reading. Reading is assessed as part of our assessment cycle using formative assessment.

Many pupils take part in regular, structured phonics lessons based on the Letters and Sounds programme. Our approach is also resourced by Jolly Phonics. Pupils have regular discrete phonics sessions. Some pupils benefit from a whole word reading approach this is supported by the See and Learn programme, which is delivered daily. For some pupils, reading is about developing a wider understanding of the meaning of photographs and objects.

Pupils have regular timetabled reading sessions which are tailored to support their individual needs. Reading schemes contain resources for readers using both phonics and whole word recognition. The Reading curriculum uses a range of reading schemes, books and materials to provide our pupils with relevant, motivating resources.

In P16, reading skills are consolidated and generalised to functional contexts. ASDAN Pre-entry level or Entry 1 courses form the programmes of study.

### **Writing**

Physical disabilities and delayed physical development affect the gross and fine motor skills necessary for writing so the curriculum focuses on developing these.

Writing sessions are delivered using programmes such as Time to Write, Clever Fingers, and Write Now, which include strategies for developing the physical skills of writing. For pupils

functioning at the outcomes expected in the NC the curriculum includes writing for different purposes and in different styles. For pupils with profound and complex disabilities eye-gaze technology and sensory approaches are utilised.

In P16 writing skills are consolidated and generalised to functional contexts. ASDAN Pre-entry level or Entry 1 courses form the programmes of study.

### **Maths**

The Maths curriculum is designed to support pupils in acquire the skills needed to understand Mathematical concepts in a hierarchical manner. Concepts that may take a very long time to master are broken down and learning must be consolidated before the next concept can be taught.

There is a focus on ensuring Mathematical language, such as 'more; and 'less', is securely understood and linked to concepts.

Numicon is used to support development of number concepts.

In P16, Mathematical skills are consolidated and generalised to functional contexts. ASDAN Pre-entry level or Entry 1 courses form the programmes of study.

### **Science**

Science is delivered in a practical and explorative way, using the Strata schemes of work, which provide a comprehensive range of activities that are both age appropriate and meet the needs of the whole ability range of students.

Science is not taught in P16. Instead students have the opportunity to consolidate and generalise some scientific skills in functional contexts, particularly cooking.

### **PE & Physical Development**

Physical development is supported by physiotherapy and occupational therapy programmes and other therapies, e.g. Hydrotherapy, Rebound Therapy and mobility programmes.

The PE curriculum includes motor skills activities, games, outdoor activities (e.g. horse riding) and dance.

Opportunities to participate in inter-school events and festivals are built into the provision.

## **Topic**

Foundation subjects are taught through topics which maximise opportunities for consolidation and generalisation of learning. Each Key Stage has a shared topic and across the year, all foundation subjects are covered.

RE is enriched through shared celebrations and collective worship in 'Open the Book' assemblies.

## **PSHE & E-safety**

The PSHE curriculum aims to equip pupils with the skills they need to navigate the rapidly changing social and technological environment they inhabit.

A bespoke PSHE curriculum covers a broad range of topics relevant to the chronological and cognitive developmental stages of the pupils including:

- Being safe e.g. road safety / stranger danger
- Being healthy e.g. healthy eating / the risks of drugs and alcohol
- Physical changes
- Friendships
- Conflict resolution
- SRE
- E-safety

PSHE is delivered as part of topic based learning and in discrete lessons. Lunchtimes, playtimes, outdoor breaks / outdoor learning, assemblies and enrichment activities provide an important opportunity for consolidation and generalisation of skills learnt in these sessions. SRE is delivered to pupils grouped by levels of emotional and physical development. Day to day events provide many opportunities for pupils to apply and generalise their learning with the support of adults. E-safety week provides a focus for whole school work and culminates in an assembly.