

## Curriculum Intent

We have built a rich curriculum focused on teaching our pupils to become independent and valued members of the community, at school and beyond. We have focused on our pupils' willingness to engage with learning and their ability to regulate themselves with decreasing support.

We have concentrated on instilling them with confidence in their ability to communicate as their skills progress and to build resilience as they explore and experience the wide range of activities and opportunities on offer to them. All pupils are given opportunities to achieve the highest level of independence possible. Pupils learn best when learning is related to their own experience. Some may learn best through play; others will learn more effectively through functional skill based activities, and using a topic based approach allows all these to be incorporated.

A developmental perspective informs the curriculum at Kaleidoscope, where the starting point is each individual learner. The curriculum areas address the priority areas relating to the development of young people with additional needs: communication, problem-solving, self-regulation and independence.

To ensure we are building on previous learning there is a high level of structure and we need to ensure we avoid making the curriculum too abstract, we approach this by teachers linking learning to practical activities and ensuring skills learnt are functional for the pupils.

This can then be consolidated and applied in practical sessions, generalised to a range of settings, with a range of people, in a variety of contexts before we move the concepts forward to ensure true understanding rather than just rote learning.

There needs to be breadth of learning throughout pupils' time at school. There is a variation in experiences within a topic, whilst still ensuring that the learning is developmentally appropriate and scaffolded in such a way as to enable true skill development, e.g. Fluency, independence, generalisation and maintenance.

Each pupil drives the direction and content of their own 'curriculum'. Whilst there are whole school topics the planning, learning approaches and delivery will differ between classes.

## **Curriculum Implementation**

### **To be ready to learn...**

It is essential that our pupils are regulated and able to engage. To ensure this we utilise The Zones of Regulation and spend time on sensory tools and circuits. Short successful practical sessions and high motivators and rewards enable our pupils to be as engaged as possible.

### **To be as independent as possible...**

Our pupils need support in many areas of their lives; however they need to be skilfully supported to be as independent as they can be. Independence is often read as independence in selfcare skills. These are of course valuable and desirable, but our first goal is to enable pupils to be independent in their play, actions and discoveries. For our pupils to develop and progress it is important that their actions need to be their own. Our staff are there to enable this.

We need to ensure that our pupils do not develop 'learned helplessness'.

### **The role of play...**

Play will be taught every day both in and out of the classroom.

Functions of play

- To learn new skills in a safe environment
- To explore own body and senses and the surrounding world
- To develop a safe understanding of emotions of both self and others
- To experience interaction with others
- To develop flexibility of thought
- To develop Theory of Mind

### **Time...**

In order for the moment of discovery to come and real learning to occur, our pupils need us to wait and to be given the time and space to process and discover. Our pupils are given an appropriate amount of time for their learning needs, not only in readiness to learn, but within each action. This moment of discovery needs to be enabled and allowed.

### **Consolidation...**

Repetition is key to building our pupils' skills and understanding; within the structure of the day, sessions throughout the term and within the session itself. 'Burstpause' and its repetition within most sessions give pupils the opportunity to communicate their preference. In order to progress, our pupils need to revisit activities frequently to consolidate their learning.

### **Appropriate and meaningful communication...**

Communication is at the heart of everything we do. The curriculum includes frequent opportunities for the pupils to develop their communication skills, from being reactive to finding alternative ways to communicate with intent.

## Curriculum Implementation

### Thematic Learning...

The curriculum at Kaleidoscope is cross-curricular. We have established a cycle of themes that covers the key stages. At our curriculum's core is 'What our pupils need to learn'. This thematic learning is the means of delivering this. Those planning will ensure that there is a balance throughout the year and the choice of themes is designed to incorporate this.

Some example of themes are Lego, chocolate, how does your garden grow and setting up business!

### **Throughout the school, there is a focus on the Characteristics of Effective Learning from EYFS:**

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

The rigour in writing each pupil's IESP(based on the outcomes in the pupil's Education, Health and Care plan) ensures that there is a clear focus for each pupil's learning and the curriculum is the vehicle for delivering this.

Staffing levels within classes are based on the needs of the pupils in the class. Staff training is focused on the needs of the pupils and includes training in areas such as mental and emotional health, Augmentative and Alternative Communication (AAC), Attention Autism, Intensive Interactions, play therapy, sensory processing, TEACCH, Floppy phonics, Talk Tools, Zones of Regulation.

Further details regarding some of these approaches can be found using the links for each subject

All classes have regular access into the local community for learning activities. These sessions provide lots of opportunity for cross-curricular links and enable pupils to understand how the skills they are learning can be used in real life contexts. Learning in this way supports many pupils who are 'switched off' by more formal teaching to engage in their learning.

Where needed, school accesses external resources and environments to enhance the learning that takes place on site e.g. Sports at the local university, swimming off-site, shopping, café visits, use of a local gym, horse-riding etc.

## Curriculum Impact

The curriculum is monitored and evaluated to ensure that it is working, through a rigorous quality assurance process. Each pupil's progress is discussed as part of the teacher's appraisal/performance management. Pupil progress meetings take place with the members of the SLT at least three times a year and include discussion around assessments, targets, work scrutiny and observation/pupil voice.

School uses measures to capture the full picture of pupil progress. The range of measures and assessments used are different across the key stages in school.

### **These measures include:**

- Termly IESP based on priorities in pupils' EHC plans for all pupils
- Evidence & Learning Journeys
- Learning walks
- End of Year Reports
- Behaviour data
- Personal care and independent living records e.g. eating or toileting records
- Therapy targets
- Learning Journeys
- Annual Reviews
- Pre- Key stage standards.
- Statutory Testing when appropriate (Phonics testing for example)