

Foreland Fields School Curriculum Handbook

Foreland Fields School



Curriculum Handbook

2021-2022

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School Context

- Foreland Fields School has 230 pupils on roll (September 2021). All pupils have an Education Health and Care Plan (EHCP).
- Foreland Fields School is a good school, as evidenced by its most recent OFSTED short Inspection (Section 8) in November 2017. The school undertakes rigorous self-evaluation in order to identify areas in need of development, addressing these through the School Improvement Plan.
- The current Headteacher took up post in September 2015.
- The school has two Deputy Headteachers. One Deputy took up post in January 2016 and the second in January 2019.
- The school changed site, and changed name, in February 2017. Pupils and students' first day in their new school was 27th February 2017.
- Foreland Fields School joined other Kent Special Schools in a shared charitable co-operative trust named KSENT (Kent Special Educational Needs Trust) in August 2016.
- There are 230 pupils on roll from Year R to 14 (September 2021). 54% of pupils on roll have ASD as their primary need, 0.5% have Hearing Impairment, 3% Moderate Learning Difficulties, 3% Physical Difficulty, 14% Profound and Multiple Learning Difficulties, 7% Speech Learning and Communication Needs, 18% Severe Learning Difficulties and 0.5% Specific Learning Difficulty.
- The school has an Observation and Assessment Nursery provision for Years R-1 (First Leap Nursery). Most of these pupils also attend mainstream placements. There are currently 23 pupils attending the nursery, 13 boys and 10 girls, most on a shared placement basis (September 2021).
- 68% of the current school roll are boys and 32% girls.
- Many pupils, particularly those with PMLD, have a range of medical conditions that require staff intervention – much of it from within the school. 21 children (9%) are classed as complex/unstable medical needs, 25 (11%) with moderate medical needs and 47 pupils/students (20%) have additional medical needs.
- The majority of pupils are transported to school by the Local Authority. A large proportion of these live outside the local catchment area.
- The school is in an area with significant social deprivation. 44% of pupils are eligible for Free School Meals.
- The school has a Family Liaison Officer to work with and support families and increase levels of engagement with 'hard to reach' families.
- 7% of the school population are Children in Care (CiC). The school has a further 1% of children who are adopted from care.
- 10% of pupils do not identify English as their first language (EAL).
- 46% of pupils in the school are currently in receipt of Pupil Premium funding.
- The school runs an offsite inclusion class, approximately five miles away, in a local primary school. These pupils attend the school full time, supported by staff from Foreland Fields School and following the school curriculum.
- The school has DEAF/Hearing Impairment provision, containing a mixture of pupils with and without Hearing Impairment, but all of whom have shared communication needs. Both classes operate out of specialist classrooms (which all benefit from soundproofing and installed Soundfield systems) with its

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own hub from which the Teachers of the Deaf can take on some of the roles of the STLS (Specialist Teaching and Learning Service). The original Deaf/HI provision opened in February 2016 as a result of the sudden closure of the nearby Royal School for Deaf Children. Foreland Fields School responded to local need by looking to accommodate children with Hearing Impairment as well as complex needs. As well as the Teachers of the Deaf (ToD), the school also has a number of staff trained to British Sign Language (BSL) Level 1 and 2.

- The school accesses a wide range of Therapies – Physiotherapy (PT), Occupational Therapy (OT), Speech and Language Therapy (SALT) and Communication and Assistive Technology (CAT) delivered through the local NHS children’s integrated service. The school also accesses the specialist teaching service for VI and some support for its internal ToDs for HI. Additional services, including those therapies relating to mental health, are commissioned privately as well as through the NHS and KCC as required.
- The School has a Health and Therapy assistant who coordinates a wide range of NHS clinics held at the school site.
- The school has 2 Clinical Nurses (1 x 4 day, 1 x 2 Day) attached to the school, part of the Kent Special School Clinical Nursing service. These nurses took up their posts in early 2021.
- The United Nations International Children's Emergency Fund (UNICEF) awarded the school with the Gold Rights Respecting School Award (RRSA) in January 2019. The RRSA supports schools across the UK to embed children's human rights in their ethos and culture. Foreland Fields School is the first Kent Local Authority special school to receive this award.
- Foreland Fields School has 2 Makaton Sign Language Regional Trainers who provide training and support for local schools, parents and families.

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Rationale for Our Curriculum

This is based on a range of documents, guidance and research including the United Nations Convention on the Rights of the Child, SEN Code of Practice (2015), Rochford Review (2016), Ofsted Inspection Framework (2019), Curricula for Teaching Children and Young People with Severe, Profound and Multiple Learning Difficulties (Imray & Hinchcliffe), Complex Learning Difficulties and Disabilities Research Project (specialist schools and academies trust 2011)

School Ethos and Values

Our school ethos and values are also drivers for our curriculum and can be seen as the “golden threads” that run through each pathway.

- Respect
- Positivity
- Independence
- Aspirational Personalised Learning
- Inclusivity
- Total Communication

A Rights Based Curriculum

Foreland Fields School is a UNICEF Rights Respecting School. We were the first Kent Local Authority special school to receive the Gold Level of this award.

The UNCRC (United Nations Convention on the Rights of the Child) is at the heart of all our policy and practice and the UNCRC forms the foundations for our curriculum.

- The best interests of the child must be a top priority in all decisions and actions that affect children. *(Article 3)*
- Every child has the right to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously. *(Article 12)*
- Every child has the right to meet with other children and to join groups and organisations. *(Article 15)*
- Every child has the right to reliable information from a variety of sources. *(Article 17)*
- Children with a disability have the right to live a full and decent life with dignity and as far as possible independence and to play an active part in the community. *(Article 23)*
- Every child has the right to the best possible health. *(Article 24)*
- Every child has the right to an education that develops every child’s personality, talents and abilities to the full. *(Article 29)*
- Every child has the right to relax and play and to take part in a wide range of cultural and artistic activities. *(Article 31)*
- Every child has a right to be safe. *(Articles 19 and 32-40)*

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SEN Code of Practice 2014

Our curriculum reflects the principles of the SEN Code of Practice 2014, emphasises the importance of taking into account:

- The views, wishes and feelings of the child and the child's parents
- The importance of the child or young person and the child's parents participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them for adulthood ...including independent living and employment.

Our Pupils have Complex Needs

Pupils at Foreland Fields School have profound, severe and complex needs. Many of our pupils have co-existing and compounding disabilities, which do not just include cognitive impairments, but also physical and mental health needs. For example, all our pupils with a diagnosis of ASD, also have a severe learning difficulty and many of these may have an additional diagnosis of ADHD, or a sensory impairment. As our pupils enter the secondary phase of their education, some may develop additional mental health needs. 70% of children with ASD will develop a mental health need during adolescence. (*The Journal of Clinical Psychiatry, 2020*).

Our pupils have unique and "spiky" learning profiles.

"they are a wide and varied group of learners ... who do not simply require a differentiated curriculum, or teaching at a slower pace, but who at times, require further adaptation to teaching if they are to make progress."

(Porter J & Ashdown R. (2002) Pupils with Complex Needs)

The Current Situation Regarding the Needs of our Pupils

The number of pupils with EHC plans rose from 2.8% of pupils in 2015 to 3.3% of pupils in 2019 and this continues to rise (*DFE special needs statistics 2020*). The number of premature babies born before 28 weeks that survive is increasing. In 1980, babies born before 28 weeks' gestation were not deemed "viable", compared with a survival rate of 89% in 2019. 10% of all premature babies will have some form of permanent disability, whilst 50% of babies born before 26 weeks, will have a disability and 30% will have a later diagnosis of autism (*World Health Organisation*). We have already seen an increase in the number of pupils with complex medical and physical needs in school and this is likely to continue.

The 2020-21 COVID 19 pandemic is likely to impact the number of children with additional and complex needs in the future. Barnardo's report a 44% increase in the number of children needing foster care during the pandemic; The Lancet (June 2020) predicts a further rise in the number of babies born with foetal alcohol syndrome. The pandemic has also had an impact on levels of poverty in Thanet. Pre-pandemic figures (gov.uk/government/statistics/disability-facts-and-figures) show that 21% of families with a disabled family member live in poverty, compared with 16% where there are no disabled family members. The combined

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impact of disadvantage and deprivation, when combined with disability, has a significant negative impact on the potential outcomes for many of our children.

Teaching different things differently

Foreland Fields School acknowledges that there is a current movement within special schools catering for pupils with profound, severe and complex needs towards a more personalised approach to curriculum, within needs led pathways.

Our curriculum design has been influenced by outstanding special schools such as Swiss Cottage School in London, Ash Field School in Leicestershire and The Dales Special School in North Yorkshire. We are also working in partnership with Peter Imray and Equals, to ensure that we provide a first class education for all our pupils.

From our assessment data, we know that our pupils currently do not attain levels beyond the Year 2 curriculum and that the majority of our pupils will continue to work below National Curriculum stages for their entire school career. We know that the National Curriculum was designed for neuro-typical children and that it does not take into account the very different starting points, rates and ways of learning that our pupils have; it assumes that pupils will have met the developmental milestones of a neuro-typical 5 year old child prior to beginning school; it assumes that pupils will continue to make linear progress throughout their school career, within a curriculum that is subject specific and relies on pupils building upon prior knowledge and understanding abstract concepts. We know that this is not the case for the vast majority of our pupils.

We know that our pupils:

- have difficulties with communication
- have difficulties with attention
- have difficulties with short term and long term memory
- have difficulties with working memory
- have difficulties with abstract concepts
- have difficulties with generalising concepts
- may have sensory impairments
- may have complex medical needs
- may have physical impairments
- are mainly working below the earliest levels of the National Curriculum

We know that our pupils do not succeed within the academic model that the National Curriculum provides due to their difficulties. We know that they do not simply learn at a slower rate – otherwise they would continue to make progress and eventually reach National Curriculum stages. We also know that our pupils do make progress, but that their progress often looks very different from the linear progress required by the National Curriculum. They may make lateral progress over time – improving existing skills or concepts, increasing independence, fluency or the range of contexts in which they are able to demonstrate the skill.

“For a pupil with complex needs, this can be a significant achievement and demonstrate real progress” (Rochford Review 2016).

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We know that our pupils' complex needs are often beyond the scope of the National Curriculum – for example many of our pupils may need to learn early skills such as sitting, standing, walking or eating and drinking. We also know that the difficulties that our pupils have with communication, abstract concepts, working memory and generalisation mean that we need a very different approach to teaching and learning. We know that our pupils require a “different” curriculum. A highly adapted version of the National Curriculum that recognises their distinct needs and learning styles and that equips them with the skills that they will need for a happy, healthy and safe life with as much independence as possible beyond school.

If they learn very differently, we ought to be teaching them very differently and teaching them different things”. (Imray and Hinchcliffe 2014)

Guidance supports schools that choose adapt the National Curriculum in order to provide a broad and balanced curriculum that is aspirational and meets the needs of its pupils.

The Rochford Review 2016 recognises that pupils with the “*most severe or profound difficulties, frequently do not make progress in a linear way*” and that assessment should be “*tailored for the individual child*” and “*aligned with a curriculum that is appropriate for that child’s needs*”. It also acknowledges that, “*Schools already have the freedom to use any curriculum they feel is appropriate for the needs and requirements of these pupils.*”

SEN Code of Practice states that, “*All pupils should have access to a broad and balanced education*”; it states that “*In many cases pupils with SEN and disabilities will be able to study the full National Curriculum*”. (6.12) In January 2019 3.1% (DFE June 2019) of all pupils had an EHCP. As all pupils at Foreland Fields School have an EHCP, with the majority having a diagnosis of severe or profound learning difficulties, we know that they fall outside the category of the “*many*” that are able to access the “*full National Curriculum*”.

Ofsted has said that leaders should, “*adopt or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.... (and that) the provider (should have) the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of special educational needs and/or disabilities – their curriculum is designed to be ambitious and to meet their needs*” (Ofsted 2019)

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Foreland Fields School Curriculum Design

Our curriculum caters for pupils, who are in many ways the “most disadvantaged” in society. They have a right to an education that develops their personalities and talents to the full and one that enables them to “succeed in life” beyond school. “Success in life” will look very different for our students; for some, success will mean happiness, health, and employment; for some independent living will be an ambitious, yet achievable outcome; for other students maintaining health and mobility, being able to communicate needs and feelings and being as independent as possible will be a priority; for our most complex pupils we are aiming for self- regulation and inclusion in the community.

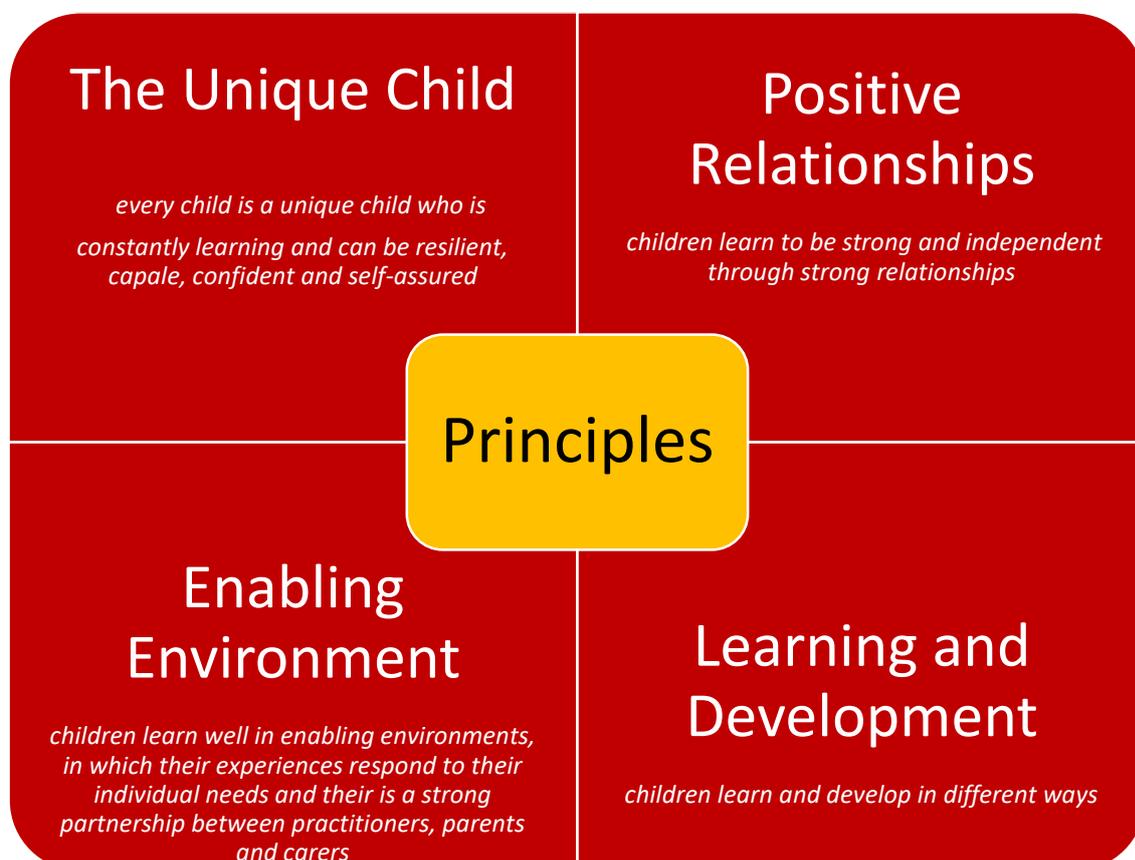
Curriculum Aims

- to ensure that the child is at the centre of all learning
- to ensure that parents, carers, families and therapists are fully involved in each student’s learning journey
- to provide a personalised learning journey with aspirational outcomes for each student.
- to provide a curriculum that develops the individual talents and abilities of students to enable our students to lead a safe, healthy and happy adult life with as much independence as possible.
- to equip our students with the skills to access the community and to be valued within it.
- ensure that every student develops a “voice” and that they are listened to.

Early Years Foundation Stage (EYFS)

Most Pupils in Nursery, Year R and Key Stage 1 follow the 2021 Statutory Framework for the Early Years and Foundation Stage.

Principles



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The curriculum is divided into 7 areas of learning and development.

Prime Areas of Learning			
Communication and Language	Physical Development	Personal, Social and Emotional Development	
Specific Areas of Learning			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design

Characteristics of Effective Teaching and Learning

Children learn and develop through play. Teachers use their knowledge of each child to provide opportunities to develop the characteristics of effective learning.

Playing and Exploring	Active Learning	Creating and Thinking Critically
Children investigate and experience things and “have a go”	Children concentrate and keep on trying if they encounter difficulties and enjoy achievements	Children have and develop their own ideas, make links between ideas and develop strategies for doing things

EYFS Profile and Early Learning Goals

The EYFS assesses pupils against expected developmental milestones from birth to 5 years. Early Learning Goals for each area of learning describe expected levels of development for pupils at the end of Year R. Each pupil’s development is assessed against Early Learning Goals on the EYFS profile. Due to their needs, our pupils will not follow normal developmental patterns or rates of expected progress in most areas of learning and very few reach any of their Early Learning Goals. Pupils follow a personalised learning journey, working towards individual goals or Personal Learning Intentions in all four areas of need on their EHCP. Opportunities to work towards Personal Learning Intentions are built into the curriculum.

Moving to Key Stage 2

At the end of Year 2, the curriculum becomes more specialised and pupils will follow a curriculum pathway that will meet their needs.

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Curriculum Pathways

Providing equal opportunities is about meeting individual needs – not treating everyone in the same way. In order to achieve the best possible outcomes for every pupil, we need to provide specialist environments, specialist resources and specialist teaching. Our pupils have a diverse range of learning needs ranging from P1 to the end of Year 2 National Curriculum stages; they also have a wide range of complex medical, physical, communication and social needs. In order to be truly inclusive – to meet all the needs of all our students, we need to adapt different pedagogical approaches to the different need types within our school. This can only be achieved by creating “needs-led” classes throughout the school.

Once pupils reach Key Stage 2, the curriculum will become even more specialised, where they will follow one of 3 curriculum pathways. These pathways overlap and students will follow a personalised learning journey, which may combine features of more than one pathway.

Development of Additional Pathways (2021-2022)

Due to the recent increase in the number of pupils with EHCPs (see above – *The current situation regarding the needs of our pupils*), there is a significant pressure on Special School places nationally and many pupils with significant needs remain without an appropriate placement. In order to create additional onsite provision, we are hoping to extend our current Key Stage 2 satellite class at Garlinge Primary School, to create a satellite pathway for some of our Pioneers’ pupils from Year R onwards. This will involve opening a Year R/Key Stage 1 Class at Garlinge Primary School and Key Stage 3 and 4 provision at a local secondary school. We are also hoping to have a Key Stage 5 class at East Kent College.

We have identified a further group of pupils within our school (see above – *The current situation regarding the needs of our pupils*) with more complex needs, who may share cognitive abilities with our Discoverers’ (semi-formal) Pathway, but will need a very different approach. These pupils are often working consistently at around P4 or P5 (although they may be working up to P8) and generally have a diagnosis of ASD and/or other diagnoses, such as ADHD. Professor Barry Carpenter refers to a “new generation of children” who

‘are presenting with new profiles of learning needs that the teaching profession struggle to meet through existing teaching styles or curriculum frameworks. We need to be honest about this – for the sake of our professional practice, and, even more so, for the sake of the children.’

(Carpenter et al, 2015)

Over the next academic year, we are looking at developing a further specialist pathway to meet the needs of these pupils.

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Curriculum Pathways

Explorers' Pathway

An informal curriculum for pupils with profound and multiple learning difficulties at the very earliest stages of development – typically assessed between P1 and P4

Aiming for greater independence

Discoverers' Pathway

A semi-formal curriculum for pupils with severe learning difficulties – typically assessed between P4 and end of KS1 expectations

Aiming for independent living

Pioneers' Pathway

A formal curriculum based on the National Curriculum with an emphasis on life skills and independence for those pupils working above end of KS1 expectations

Aiming for the world of work

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Golden Threads

The following “golden threads” reflect our school values and run throughout our curriculum, regardless of Key Stage or the pathway that the pupil follows.

Personalised Learning and Preparation For Adulthood

Our curriculum begins with the child and ends with the adult. Every pupil at Foreland Fields School has a unique personality and set of talents. They all learn differently and they learn at different rates. Working with families, partner agencies and the pupils themselves we create each pupil’s individual learning journey by looking ahead to adulthood and their life beyond school, devising personalised aspirational outcomes that ensure that they lead happy and healthy lives and that they have as much independence as possible. We take into account the pupil’s individual needs and capabilities, their motivators and ambitions and the existing opportunities in the local area, to determine what our pupils will need to learn. For some pupils this will mean the world of work and independent living; for others it will mean being able to communicate wants, needs and feelings and being able to access the community.

Total Communication

We provide a “Total Communication” environment to enable every pupil to “have a voice”. A wide range of communication strategies are utilised in every classroom. Class teams will use speech, Makaton signing and/or BSL, visual supports, PECS, communication boards or communication aids to enable all pupils to access learning.

Therapy

Therapy, including physiotherapy, occupational therapy, speech and language therapy and therapies provided by other professionals are an integral part of the curriculum. Therapists work closely with class teams and families and are familiar faces in our classrooms.

Life Skills

We need to place an emphasis on life skills and independence in our curriculum in order to prepare our pupils for adulthood and life beyond school. Eating and drinking skills, dressing skills, personal care skills, social skills, travel training, shopping and cooking are some of the skills that our pupils will need when they leave school. Lunchtimes and playtimes are all lessons, where these skills can be taught in context and these times have as much value as more traditional learning such as reading or writing.

Community Involvement

We want our pupils to be valued members of the community now and when they leave school. We want them to be familiar with their local area and to be able to access local facilities including leisure opportunities. This is particularly important for our Deaf pupils who are part of the local Deaf community. Regular offsite visits to shops, local facilities and Deaf community events supports our pupils to achieve this.

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Some pupils will have opportunities to participate in Bikeability training – a cycle training programme to enable them to develop practical skills and to understand how to cycle on today’s roads. This will give them greater independence and access to the community.

By December 2021, our “Field of Dreams Project” should be completed. This project includes a sports and leisure hub that will provide a safe, specialised accessible space to promote physical well-being and social development for our pupils, their families and the wider disabled community.

Play

The Equals Scheme of work, “My Play and Leisure” describes the importance of play in our curriculum:

*“It is very difficult to over-emphasise how important Play is to the development of both the child and the adult that the child will become. All animals play; it is one of the crucial ways of learning within a safe and secure environment, but it must be given **TIME**. So often, within a conventional curriculum model, play is only allowed to develop up to the age of six, and from then on is assumed to be secondary to the serious business of formal education. For those with learning difficulties however, whose learning takes so much longer to develop, Play, with a capital P and as a key area of learning needs to be expanded at the rate and speed which each individual learner can make sense of. Play **MUST** take a central part in any Curriculum discussions, **MUST** be given time to develop and will probably continue to be central for the whole of the learners’ school career.”*

Rights of the Child and British Values

Pupils at Foreland Fields School learn about their own rights and how to respect the rights of others throughout the curriculum, within a rights respecting environment. They also learn how they can have a “voice” to campaign for their own rights and the rights of others. Pupils also learn British Values throughout the curriculum, including Department assemblies.

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Curriculum Structure

Explorers' (Informal) Pathway	EYFS	Discoverers' (Semi-Formal) Pathway	Pioneer's (Formal) Pathway	Therapy
Communication	Communication and Language	My Communication	English Computing	SALT Lego Therapy
	Literacy	My Reading My Writing		
Cognition	Maths	My Number	Maths	
	Understanding the World	My World Around Me My Thinking and Problem Solving My Outdoor School	Science DT Culture (Geography, History, RE, Art, MFL)	
Health and Well-being (including Relationships & Sex Education)	Personal, Social and Emotional Development	My Independence My Play My Relationships and Sex Education	PSHE (Including Relationships & Sex Education) Citizenship Deaf Studies (Deaf/HI students)	Music Therapy Aromatherapy Massage
Enrichment	Expressive Arts and Design	My Art My Drama My Music My Dance	Art Music	
Physical Development	Physical Development	My Physical Well Being	PE	PT OT MOVE Training with Kimberley Hydrotherapy Horse-riding

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Explorers' Pathway



Explorers' Pathway

Aiming for Greater Independence

Intent	Area of Need	Communication and Interaction	Cognition and Learning	Social Emotional and Mental Health	Sensory and Physical Development	
	Focus on	Highly personalised learning journey, eliciting responses, postural management, health and well-being, inclusion				
	Curriculum areas	Communication	Cognition	Health and Well-Being	Physical Development	Enrichment
	Content (Explorers' Framework)	Responding Interacting Communicating	Awareness Exploration Control	Relationships Independence Health & Well-Being	Body Awareness Gross/Fine Motor Skills	Creativity Music Inclusion
	Golden threads	Personalised Learning, Therapy, Total Communication, Personal, social and life skills, British Values and Rights, SMSC				
Implementation	Provision	Small, needs led classes with a high ratio of staff to pupils; specialist staff trained in PMLD strategies, medical and care needs and therapy; highly adapted environment with specialist equipment including therapy equipment, communication devices and Eye Gaze technology; multi-agency involvement; hydrotherapy/water based activities where appropriate. Access to Teacher of the Deaf/Teacher of Visual Impairment as appropriate.				
	Delivery	Students are not yet engaged in subject specific learning. Curriculum areas are interdependent and are delivered continuously throughout the day, rather than in subject specific blocks. Termly topics provide a range of motivating, concrete contexts for learning through an informal curriculum. Personal Learning Intentions are agreed and reviewed by parents, carers, class team and multi-agency partners 3 times a year. These form the focus of each student's learning journey. Holistic opportunities to develop these are carefully planned for individual pupils in a range of sessions.				
Impact	Assessment	MAPP Assessment of Personal Learning Intentions, Evidence for Learning, Learning Journals, MOVE goals, Therapy Goals, Engagement Model, Life Skills Tracker, RSE Tracker				
	Outcomes	Progress and achievement – students can do more and remember more; health, well-being and engagement, attendance, maintained mobility, inclusion, developing independence.				

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Discoverers' Pathway



Aiming for Independent Living

Intent	Area of Need	Communication and Interaction	Cognition and Learning	Social Emotional and Mental Health	Sensory and Physical Development	
	Focus on	Communication, Early Skills, Life Skills, Independence, Play, Health and Well- Being				
	Curriculum areas	Communication	Cognition	Personal and Social Development	Physical Development	Creativity
	Content (Equals schemes of work and FFS schemes of work*)	My Communication My Play My Reading* My Writing*	My Thinking and Problem Solving, The World About Me, My Number*, Where do I live? My Outdoor School	My Independence, My Physical Well-being, My Relationships & Sex Education	My Physical Well-being	My Art My Music My Dance
	Golden threads	Personalised Learning, Therapy, Total Communication, Personal, social and life skills, British Values and Rights, SMSC				
Implementation	Provision	Needs led classes with a high ratio of staff to pupils; specialist staff trained in SLD and ASD strategies; multi-agency involvement; Daily opportunities for Outdoor Learning with an emphasis on learning through play. Regular opportunities to develop functional skills through offsite learning. Access to Teacher of the Deaf/Teacher of Visual Impairment as appropriate.				
	Delivery	Equals schemes of work provide holistic opportunities for process based learning. Students have opportunities to develop and practice purposeful functional skills through real life and play based learning. Students learn by "doing". Additional schemes of work written by Foreland Fields School, support higher ability students on the Discoverers Pathway.				
Impact	Assessment	MAPP Assessment of Personal Learning Intentions, Evidence for Learning, Learning Journals, Life Skills Tracker, RSE Tracker (MOVE goals, Therapy Goals, Engagement Model where appropriate), Pre Key Stage Standards,				
	Outcomes	Progress and achievement – pupils know more, remember more and do more; pupils are prepared for independent living; health, well-being and engagement, attendance, maintained mobility, inclusion, developing independence; Accreditation including AQA Unit Awards and Duke of Edinburgh Award Scheme .				

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Pioneers' Pathway



Pioneers' Pathway

Aiming for The World of Work

Intent	Area of Need	Communication and Interaction	Cognition and Learning	Social Emotional and Mental Health	Sensory and Physical Development	
	Focus on	Preparing for life beyond school				
	Pioneers Long and Medium Term Plans	English Computing/IT	Maths Science Culture (<i>Geography, History, Art, RE, MFL</i>)	PSHE Citizenship RSE	PE	Music
	Accreditation	Pearson Entry Level English	Pearson Entry Level maths and ICT	Duke of Edinburgh Award		
	Careers/Work Experience	External/internal work related experience or supported internship				
	Golden threads	Personalised Learning, Therapy, Total Communication, Personal, social and life skills, British Values and Rights, SMSC, IT				
Implementation	Provision	Needs led classes with a high ratio of staff to pupils; specialist staff trained in MLD, SLD and ASD strategies; multi-agency involvement; Regular opportunities to develop functional skills through offsite learning. Access to Teacher of the Deaf/Teacher of Visual Impairment as appropriate. Opportunities to achieve skills and accreditation that will lead to the world of work.				
	Delivery	Students are engaged in subject specific learning within the National Curriculum, but at a lower level than their chronological peers. Students learn through a rolling programme of termly topics. Schemes of work for each subject are based on National Curriculum Programmes of study. Schemes of work reflect the needs of the students and are adapted from earlier Key Stages and there is an emphasis on personal development and life skills.				
Impact	Assessment	Pioneers stages, accreditation, progress towards Personal end of Year Expectations, progress towards therapy goals where appropriate, Life Skills Tracker, RSE Tracker.				
	Outcomes	Progress and achievement – pupils know more, remember more and do more; pupils are prepared for independent living and further education or the world of work; health, well-being and engagement, attendance, maintained mobility, inclusion, developing independence; accreditation and employment.				

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Explorers Pathway



Explorers' Pathway

A Curriculum for Learners with Profound and Multiple Learning Difficulties (PMLD)

Aiming for Greater Independence

Definition of PMLD

“Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school career.”

(DfE definition of PMLD)

Explorers at Foreland Fields School

The development of the Explorers curriculum at Foreland Fields has been driven by the specific needs and abilities of pupils working within P Levels 1-4. The difficulties and challenges faced by these pupils means that they require a separate, specialised curriculum to other pupils at Foreland Fields School whose attainments range from P5 - National Curriculum Stage 3. These pupils, who are working at the lowest levels in all areas of their development, need specific teaching and learning experiences in order to reach their potential and maximise their school learning experience.

Explorers pupils experience significant barriers to their learning. They have a profound learning difficulty as well as additional sensory or physical difficulties. This means that they:

- Have great difficulty communicating basic wants, needs and feelings
- Have profound physical impairments, that limit their ability to explore their environment
- May have sensory impairments, that distort their view of the world
- Have complex medical needs, that impact on health and well-being and their ability to engage in learning
- Need total support to meet everyday care needs
- May have behaviour that challenges us.

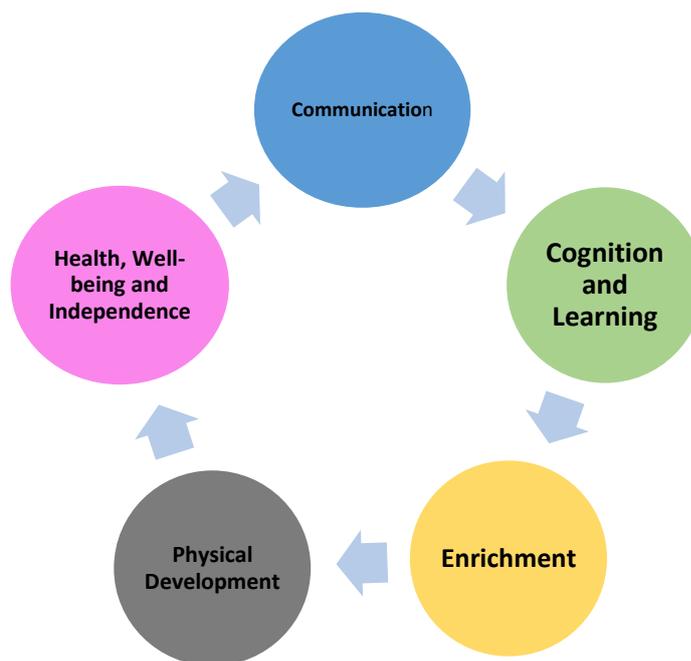
Our Explorers' pupils need:

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- A significant adaptation to the curriculum
- A personalised approach – starting with the needs of the child
- A therapy centred approach with a high level of involvement from partner agencies
- A modification of the physical environment
- Specialist resources
- Staff with a high level of expertise in PMLD strategies
- A high level of individual support and care

In order to address and minimise the effects of these barriers, the Explorers Curriculum at Foreland Fields School focuses on developing pupils' skills and abilities in four core areas of learning – communication, cognition and learning, health, well-being and independence and physical development. This core curriculum is supported by a fifth area – enrichment. The Explorers curriculum is driven by the identification of individual personal learning intentions, agreed by class teams, families and partner agencies. These are the priorities for each child and form the framework for each child's personalised curriculum. A rolling programme of termly topics provide a rich and concrete context for learning.

Explorers' Curriculum Areas



Personalised Learning

For Explorers pupils the child is the curriculum. Each child has a unique set of abilities, needs and interests and they will need highly personalised learning opportunities to make progress towards greater independence. Each pupil has their own Pupil Passport, which provides details of the priorities for that child and how they learn best, and forms the foundation for their personal curriculum. Families, therapists and the class team work together to agree Personal Learning Intentions 3 times a year for each pupil in all 4 curriculum areas (communication, cognition, health and well-being and physical development). These are

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the priorities for each child in all aspects of their lives. Opportunities to practise these skills repeatedly in different contexts are woven into the curriculum.

Explorers' Termly Topics

Explorers Pathway Long Term Plan			
Block /Term	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Block 1	Who Am I?	Homes	Colours
Block 2	Animals	Transport	Shopping and Food
Block 3	Let's Move	Clothes/ Materials	Living Things/ Mini-beasts
Block 4	Local Community/ People Who Help Us	Song and Dance	Water

The Learning Environment

'Routes for Learning' states that creating an effective learning environment is fundamental for being able to systematically extend and change students' learning experiences. Many children with profound disabilities also have physical and sensory impairments and the learning environment needs to consider:

- Equipment for positioning – lying, sitting, standing, moving
- Frequent changes of position
- Regular therapy exercises, hydrotherapy, swimming and movement
- Multisensory activities in the classroom
- Sensory stimuli that enable the integration of senses
- Range of interesting objects, activities and events that can be appreciated through the senses
- Range of resources for exploration and early problem solving (including technology where appropriate)
- Concrete objects and materials to accompany stories and songs
- Low and high tech aids for communication
- Opportunities for inclusion
- Activities based on children's individual preferences
- Time to respond to objects, materials, activities, events and people
- People working with them to remain within arm's length
- Sensory cues, on body signing, objects, objects of reference, signs, photos for routine activities
- Generally, a slower pace in lessons and routines to give pupils time to process what is happening around them, to think and to respond
- Lots of repetition

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- Clear cues for the beginning and end of activities
- Sensory cues for different learning spaces and for moving around the school
- Safe space to move arms and legs when lying on the floor
- Space to move around the room safely
- Safe space and activities for relaxation
- Multi-sensory environment where children can focus on one stimulus at a time
- Outside sensory area
- Little visual and aural clutter in the learning spaces with a good light source on person or object that is the focus of attention and/ or good quality sound sources; the ability to darken the room for visual impairment programmes
- Repetition of a small number of activities and routines for learning to anticipate (increasing with the level of understanding)
- Burst-pause of activities (on-off) so children can insert their responses in the gaps
- Interactions based on individual children's communication behaviour (as in Intensive Interaction)
- Small number of adults who know the pupils and their Personal Learning Intentions well
- Their 'voices' heard, responded to and interpreted by people who know and understand them
- Adults to video and photograph pupil progress towards Personal Learning Intentions; evidence to be shared between home and school using Evidence for Learning
- A multi-agency approach to learning and care based on a holistic view of the child
- Therapists and support teachers to work alongside classroom staff
- A family partnership approach which makes good use of two-way communication based on knowledge, skills and experience.

Strategies for Teaching Explorers' pupils

Intensive Interaction

Intensive Interaction is an approach to help people at early levels of development learn the "fundamentals of communication".

These are:

- enjoying being with another person
- developing the ability to attend to that person
- concentration and attention span
- learning to do sequences of activity with a person
- taking turns in exchanges of behaviour
- sharing personal space
- learning to regulate and control arousal levels
- using and understanding eye contacts
- using and understanding facial expressions
- using and understanding other non-verbal communications
- using and understanding physical contacts
- vocalising and using vocalisations meaningfully (including speech)

(Nind & Hewett 1994, 2001, 2005)

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Learning the fundamentals of communication is the first learning in typical development and underpins all subsequent learning, development and well-being. Intensive Interaction is therefore a core part of the Explorers Curriculum.

The Equals guide to the English Curriculum (2015) describes the importance of Intensive Interaction within the Explorers curriculum.

“When working with learners who are at a very early developmental level it is almost impossible to separate out the learning of communicative skills from the actual process of living and to this degree, communication can be seen to be perhaps more than any other area of development, an almost entirely process based activity. That is, children learn through the process of actually doing it, in much the same way as we learn to dance. We cannot learn to dance theoretically; we have to do it to learn it. We cannot learn to communicate theoretically; we have to do it to learn it. It is the process of doing it that is key.

There are of course specific skills involved in the art of communicating which we can attempt to teach, such as pressing a Big Mack or other simple VOCA (Voice Output Communication Aid) in order to indicate the desire for something, or looking at a preferred object to indicate choice, but the success of this will undoubtedly be entirely dependent on the motivation of the child (to gain the ‘something’), the context of the activity (is it familiar enough, rewarding enough, with people s/he knows and trusts enough?) and of course the ability of the pupil to understand cause and effect in a refined manner, and to be at least contingently responsive. In P level terms, such cause and effect abilities are only likely to start to appear around P2 or P3, but should be established by P4 or P5 at the latest.

Intensive Interaction (Nind and Hewett, 1988; 1994; 2001; 2006; Hewett and Nind, 1998; Kellett and Nind, 2003; Caldwell, 2005; Caldwell, 2007) has proved to be one of the most significant advances over the past 30 years in the development of an effective communication curriculum for those with complex learning and communication difficulties.

As a brief guide, Intensive Interaction is designed to foster early communication skills and is widely used in the UK across both child and adult services with people often described as pre-verbal, pre-linguistic, pre-intentional and/or difficult to reach, often those with profound or severe learning difficulties and/or autism. It is based on conventional parent/infant models of interaction and largely follows the communication process from birth involving a shared two-way enjoyment. We become the flexible and responsive partners – reinforcing the child’s engagement – and the child’s ability to understand that s/he can affect the actions of those around them. Meaningful engagement with a more competent partner reinforces understanding.

The core principles are those of tackles-ness, that is, a deliberate lack of agenda or any specific target or objective. Adults follow the child’s lead, celebrate any action or vocalisation as an intentional act of communication – whether it is or not – and try (in the long-term) to extend knowledge and understanding of communicative interactions. The adult therefore needs to ‘tune in’ to the learner and look for communication moments, so that the act of creating the flow (the process) becomes the objective of the session.

Intensive Interaction is fundamental not only as a primary means of fostering meaningful communicative opportunities with those who might otherwise be considered difficult to reach, but also as one of the best exemplars of the process based teaching approach.

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As a series of broad brushstroke rules, Intensive Interaction is likely to work best when the interactor:

- *allows the learner to take control and for the most part, lead the session;*
- *is seen by the learner to enjoy the experience of the interaction;*
- *gives his/her total attention to the learner;*
- *treats all actions and vocalisations made by the learner as positive attempts to communicate;*
- *uses as little language as possible – often hello and goodbye are sufficient;*
- *does not give up too early, either in the session itself or over time – it may take many years to maximise a learner’s communicative abilities;*
- *gives the learner time – pauses, when nothing is apparently happening are really ok;*
- *use pause – burst – pause sequences during periods of nothing happening to give the learner time and opportunity to respond;*

Touch

Touch is the first and most basic form of communication. Touch is essential in the development of communication abilities and for emotional well-being. Babies fail to thrive if deprived of positive touch experiences and they learn to communicate through interactions that involve a lot of touch.

Where many Explorers pupils may have visual or hearing impairments, touch becomes a vital sensory tool in the learning process. It is also important for pupil’s well-being and engagement that touch is not limited to “functional” touch as part of care routines. Explorers pupils often have little “body awareness” and have yet to develop a sense of “self”. They may be unaware of how their body parts are connected and where their bodies are in relation to the space around them (proprioception). their sense of proprioception and their awareness of external stimuli stopping and starting.

Touch is an important part of the Explorers curriculum, but it will be a planned approach for each pupil. Where pupils are tactile defensive and can communicate to adults that they do not consent to touch, the adults will need to plan carefully, how touch can be introduced gradually in a way that is acceptable to the pupil.

Sensory Massage

Sensory massage supports early communication, cognition and well-being. Massage can relax pupils’ joints and muscles, where they have become tight over time. Adults can massage using their hands or other sensory objects such as a soft cloth or a textured sensory ball. This can be done, with or without sensory massage oils (Parental permission is needed to use oils). Sensory massage can be incorporated into story telling sessions.

Tac Pack

These activities combine a range of tactile experiences set to different tracks of music. They support pupils to develop early communication skills, body awareness and awareness of touch stopping and starting.

Sensory Cues

Pupils at a very early stage of development, particularly those with sensory impairments, are likely to need to start with ‘sensory cues’. Pupils need to be given a consistent routine to help them begin to learn to distinguish activities and people so eventually they can begin to learn to anticipate what is going to happen to them. Some cues will be particular to individual pupils, for example, singing a particular song. Some sensory cues are built into the activity, for example, the smell of lunch or a coat for home time. Use natural

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cues wherever possible, maybe exaggerating them, for example, jingling the bus keys or knocking the spoon against the bowl; anything to help children to associate that cue with what is going to happen next. Make sure the cues happen just before the activity begins so there are only a few seconds between the cue and the activity.

Object Cues

From these sensory cues, pupils can begin to increase the number of cues for the different activities about to take place. These can be the objects that are part of the activity, for example, an object that is a cue for dinner should be the spoon that the child usually uses. It should be offered as a cue as lunchtime begins. It is hoped that the pupils will eventually learn to anticipate food by opening their mouths as the spoon is presented. This is a skill that many of our Explorers pupils learn successfully.

Objects of Reference

Some pupils may make symbolic use of objects of reference where the object used is representative of the activity. For example, being shown a swimming costume before going to hydro. Pupils need to be around number 41 on the Routes for Learning (expresses preference for items not present via symbolic means) for objects of reference to make sense. Objects of reference may be personal to the learner, they should be limited to a small number and used consistently to communicate activities and events. Objects of reference should move with a pupil as they progress through the school.

Repetition

Most pupils with PMLD need a huge amount of repetition before they are able to anticipate even a very familiar activity. Those pupils at the very early levels of the Routes for Learning map are likely to need an activity repeated literally thousands of times before they can begin to anticipate what is going to happen. Where possible, choose a small number of activities to repeat over and over again, rather than give continually new experiences.

Proximity

It is important that staff working with Explorers pupils work at close proximity. It is unlikely that any event or activity happening beyond arms' reach will have any impact on the child.

Processing Time

Learners with complex needs are often slow to respond to stimuli. Waiting time is needed to process the information. Giving students adequate time and space to respond and process information enables them to share control and have equal interactions. By building pauses into familiar routines and activities, we create opportunities for learners to 'fill the gap', for example, to make a response that indicates their wish for a desirable activity to continue. Adults should resist "filling the gap" for the learner. This will teach the pupil to expect an adult response in a gap.

ICT

Switches

Switches give pupils with limited mobility the opportunity to develop their cognitive skills, in particular their understanding of cause and effect. Explorers pupils may use a Big Mack switch to activate a pre-

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recorded message, to enable them to gain attention from adults or to participate in an activity; they may also use switches to cause effects with switch activated toys or equipment such as bubble tubes and

projectors in the sensory room. We are able to adapt a range of switches and accessories, to meet the different physical needs of the pupils.

Augmentative and Alternative Communication

Pupils who develop contingency awareness (knowing that one action produces one particular response and a different action produces a different response) may learn to use a range of strategies to communicate wants and needs. These include eye pointing or finger pointing at symbols on a communication board or communication devices with speech output, such as tech talks, go-talks or vocas. Speech and language therapists from the CAT Team would usually recommend these devices for individual pupils.

Eye Gaze

Eye Gaze technology allows pupils with very limited movement to cause effect by tracking eye movements. It is an excellent tool for gauging anticipation. It enables class teams to recognise and assess cognitive abilities, which may previously have been masked by a pupil's physical disability. Eye Gaze technology can be used to aid communication and also to control the environment.

MOVE (Movement Opportunities Via Education)

MOVE is a therapeutic personalised programme designed to improve pupils' mobility skills of sitting, standing, walking and transitioning, through purposeful and motivating activities. The benefits of this programme are improved health, independence, dignity and inclusion. We also know the benefits that physical activity has for cognitive development. The MOVE programme is embedded in the physical development section of the Explorers Framework. Opportunities for pupils to practise their individual MOVE goals are built into the curriculum via personal learning intentions. These goals focus on developing skills that enable pupils to achieve personal ambitions, such as joining in with their peers at playtimes, as well as developing independence in daily routines. There are also regular focussed MOVE sessions in class as well as a weekly cross phase themed MOVE session for all Explorers pupils. Pupils access a range of equipment recommended by therapists during the day including therapy benches, standing frames, walkers and side layers. This equipment is essential for health, postural management and maintaining strength, control and mobility.

Water Based Activities

Explorers pupils with physical needs may access weekly water based activities in the hydrotherapy pool. Some pupils may follow hydrotherapy programmes devised by physiotherapists. Water based activities provide a unique opportunity for our Explorers pupils to experience freedom of movement away from their equipment. The buoyancy of the water assists pupils to move their limbs and movement in water combined with water pressure assists lung function and reduces the risk of chest infections. Water based activities also play a vital role in pupils' well-being and engagement and provide a positive environment for Intensive Interaction.

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Messy play

Sensory stimuli such as natural materials, paint, playdough, pasta, gloop, jelly, cornflour and water etc. can encourage pupils to engage in purposeful activity such as reaching out or grasping. It enables pupils to engage in early play activities, rather than self-stimulating behaviours which may be harmful.

Sensory cooking

As with messy play, sensory cooking enables pupils to experience a wide range of smells, tastes, texture, temperatures and colours. Adults need to bring these sensory experiences to the pupils, as they have limited opportunities to explore the environment independently.

Sensory stories

We have an extensive range of sensory story sacks and “Bag Books”. These are an excellent vehicle to engage pupils in story telling activities, where they can participate by engaging with sensory props, or by responding to the voice of the story teller.

Explorers Pupils working around or above P4

Some of our Explorers pupils’ cognitive abilities may begin to overlap the Discoverers Pathway. As there is a strong emphasis on personalised learning, their curriculum will still be sufficiently challenging to meet their needs, but it may draw on elements from the Discoverers Pathway. Explorers teachers will use the Equals semi-formal schemes of work where appropriate to ensure that all pupils have an ambitious and appropriate curriculum.

Assessment

Progress for Explorers pupils will look very different from that of their mainstream peers. As they are at the very earliest stages of development and not yet engaged in subject specific learning, it is unlikely that they will make regular steps of linear progress. Evidence of progress for Explorers pupils will show that they can do more, with more fluency and frequency and in a greater range of contexts. We will capture this lateral holistic progress, using a range of indicators using video, photographic and observational evidence on the app Evidence for Learning.

MAPP Assessment Tool

Each pupil has their own highly personalised curriculum with personal learning intentions for each of the 4 curriculum areas. Progress towards these will be assessed using the MAPP assessment tool, which has 4 assessment aspects:

- independence – the level of support that the pupil needs to perform the skill
- fluency – how well the pupil performs the skill
- maintenance – the frequency with which the pupil performs the skill
- generalisation – the range of contexts in which the pupil performs the skill

Judgements around progress will also be personalised and all adults supporting the pupil, including families, the class team and partner agencies will agree whether a pupil is making expected or exceeding expected progress at pupil progress meetings held in terms 4 and 6.

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Engagement Model

The Engagement Model of assessment will become statutory for all pupils working below P5 from September 2021. Teachers will assess pupils' engagement using 5 indicators:

- exploration – how a pupil responds to stimuli
- realisation – how a pupil begins to control or change a stimulus
- anticipation – how a pupil predicts what is coming next
- persistence – whether a pupil continues an activity over a period of time
- initiation – how a pupil acts independently during an activity

Life Skills Tracker

Evidence of the acquisition of life skills is captured on the Life Skills Tracker for pupils on all curriculum pathways, throughout their school career. These skills include:

- eating and drinking
- dressing
- shopping
- cooking
- travel training
- independence

Relationships, Relationships & Sex Education Tracker

Evidence of the acquisition of skills, knowledge and understanding around Relationships and Relationships & Sex Education is captured on the Relationships, Relationships & Sex Education Tracker for pupils on all pathways, throughout their school career.

Evidence For Learning

Video and photographic evidence of progress will be captured using the app Evidence for Learning. Teachers are able to link this evidence to personal learning intentions, the Explorers Framework, Life Skills Tracker and Engagement Model. Teachers may use other indicators such as Routes for Learning where they feel that this will support their assessments for learning.

Explorers Levels

These will be used as a “descriptor” for learning levels. There is no expectation that pupils should make regular linear progress through these levels.

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Discoverers' Pathway



Aiming for Independent Living

The Discoverers Pathway is a semi-formal curriculum for pupils with severe learning difficulties working from the beginning of P5 to the beginning of the National Curriculum. We aim to equip our Discoverers pupils with the skills that they will need to lead happy, healthy, safe and independent lives beyond school.

The focus of this curriculum is on developing communication, cognitive skills including functional literacy and numeracy, social and emotional development, physical development and life skills through the Equals semi-formal curriculum schemes of work and some additional Foreland Fields schemes of work.

Holistic Process Based Learning

“Process based teaching is the philosophy that process – the way we do things – is more important to long term learning than product – getting things right.

It is defined as learning holistically rather than in a narrow compartmentalised fashion as when for example, you’re teaching addition or subtraction or statistics etc.”

(Peter Imray 2020)

We know that our Discoverers pupils have difficulties with memory, abstract concepts and generalising skills. Therefore, we aim to provide a skills based curriculum (rather than a knowledge based curriculum), with repeated opportunities to practise and develop the functional skills that pupils will need to succeed in adulthood.

This approach means that skills that are traditionally taught in discrete subjects such as maths and English are practised and learnt over time in contextualised activities. For example, weighing and measuring are traditionally taught as part of maths. These skills will be taught through specific cooking and shopping learning opportunities on the Discoverers pathway; they will learn how to measure the amount of milk that they need to make angel delight – rather than learning how to measure 300mls of any liquid;

Personalised Learning

Each pupil has a unique set of talents, abilities and interests. They also have a wide range of needs in all areas of the curriculum and they will need highly personalised learning opportunities to make progress towards independent living. Families, therapists and the class team work together to agree Personal Learning Intentions 3 times a year for each pupil in all 4 areas of need on their EHCP (communication, cognition, health and well-being and physical development). These are the priorities for each child in all aspects of their lives. Opportunities to practise these skills repeatedly in different contexts are woven into the curriculum

Equals Semi-Formal Schemes of Work

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The Equals semi-formal schemes of work are developmental and not related to age or Key Stage. The pupil begins at their point of learning and each learning journey will be personal.

The Equals semi-formal schemes of work do not follow the traditional subject model of the National Curriculum. Our pupils have difficulties with generalising skills and concepts and in order for learning to be meaningful and successful, opportunities for holistic development are presented in real life contexts, where pupils can learn by “doing” and practising the skills that they will need to be happy, healthy, safe and successful in their life beyond school.

We have identified some gaps in the Equals schemes of work for our pupils and we have written additional Foreland Fields semi-formal schemes of work, for *My Number, My Reading, My Writing, My IT* and *Where I live*. These schemes of work are intended to complement the Equals schemes of work and it is not expected that these will be taught as separate “subjects” for most pupils. The Foreland Fields schemes of work indicate where it may be appropriate for higher ability pupils to begin learning in this way. Some pupils may access the Equals Formal Curriculum English and maths schemes of work.

The table below shows, where the learning in each National Curriculum subject can be found in the Discoverers’ Pathway.

NC Subject	Where is this learning for Discoverers’ pupils ?
English	My Communication My Play and Leisure My Reading – FFS scheme of work My Cooking My Writing – FFS scheme of work My Shopping My Drama Equals English Formal Scheme of work – for higher ability Discoverers’ pupils
Maths	My Number – FFS scheme of work My Shopping My Cooking My Art The World about Me – Seasons My Thinking and Problem Solving My Outdoor School Equals Maths Formal Scheme of Work – for higher ability Discoverers’ pupils
Science	My Cooking The World About Me – Life Cycles of Plants and Animals, Weather, Seasons, Food, Recycling My Physical Well-Being – My Healthy Eating and Healthy Lifestyle My Outdoor School
Geography	The World About Me – People My Travel Training My Outdoor School Where I live – FFS scheme of work
History	The World About Me - Change
Art and Design	My Art

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Design Technology	My Cooking My Thinking and Problem Solving
PE	My Physical Well-Being – PE, Sport and Aquatics, Physical Activities My Dance My Paly and Leisure
RE	The World About Me – Festivals, Food Whole School Faith Celebration Days
PSHE/Citizenship	My Relationships & Sex Education The World About Me – Food My Physical Well-Being – Healthy Eating and Healthy Lifestyles, Mental Health and Well-Being My Play and Leisure My Independence – My Dressing and Undressing
Music	My Music
Computing	The World About Me – Digital Photography My Writing

My Communication

This scheme of work is intended to be delivered holistically throughout the curriculum, rather than as a discrete subject. It focuses on 10 areas of communication:

- Imperative communications
- Following instructions
- Declarative communications
- Dynamic communications
- Narratives
- Formal social interactions with familiar and unfamiliar people
- Personalised reading and writing
- Non-verbal behavioural communications
- Peer to peer communications
- Augmentative and alternative communications (AAC)

My Play and Leisure

Play is crucial in child development and has many functions:

- It supports pupils to learn about social interaction and communication
- It supports pupils to make friendships and to learn to work co-operatively with others
- It supports pupils to learn new skills in a safe environment
- It encourages physical development
- It encourages pupils to explore and to learn about the word around them
- It supports pupils to develop Theory of Mind
- It supports pupils to develop thinking and problem solving skills

Play will be (at least) a daily discrete session for all Discoverers pupils, regardless of Key Stage. It will either be structured play, (games) or free play.

Pupils may be working at different levels of play:

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- Sensorimotor
- Relational
- Functional
- Symbolic
- Socio-dramatic

Pupils' play may be further categorised by the following social dimensions:

- Solitary
- Parallel
- Shared
- Turn-taking
- Co-operative

If our pupils are to become happy and healthy adults, it is vital that we provide a range of opportunities for them to discover what they like to do in their spare time i.e. leisure activities. Pupils will be given time within the curriculum to experience different leisure activities, and to develop and practise the skills that they will need to enjoy these as independently as possible.

My Thinking and Problem Solving

In preparing (Discoverers') learners for life beyond school and greater opportunities for independence it is vital that they are able to function in a range of situations and contexts. In order to be able to do this they will need to be able to apply knowledge, skills and understanding to circumstances that may be unusual, unexpected and unpredictable.

(Equals semi-formal scheme of work – My Thinking and Problem Solving)

Most of our pupils have needed a great deal of adult support to accomplish basic skills. If we want them to become independent adults, then we need to equip them with the skills to identify and solve problems independently. This scheme of work is a process based approach, which can be applied across the curriculum. Pupils should be given the opportunity and the time to do things for themselves and to work things out for themselves. When adults step in too quickly, it deprives pupils of valuable learning opportunities.

My Independence

Opportunities to develop life skills are delivered holistically throughout the Equals semi-formal schemes of work. *My Independence – My Cooking, My Dressing, My Travel Training* and *My Shopping* are particularly focused on developing the life skills that pupils will need in adulthood beyond school.

The table below lists the all life skills that are delivered holistically through the Equals semi-formal scheme of work. We have added earlier and higher order skills to create a Life Skills Tracker that will follow pupils on all pathways throughout their learning journey in school.

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Foreland Fields School Life Skills Tracker	
Eating and Drinking Skills	
Cutlery Skills	
I can co-operate with totally supported oral feeding	
I can feed myself with hand under hand support	
I can feed myself with my fingers	
I can feed myself with a spoon	
I can feed myself with a fork	
I can use a fork and spoon together to feed myself	
I can use a knife to cut soft foods such as fish fingers	
I can use a knife and fork together to feed myself	
I can use a knife to cut firmer foods such as meat	
I can hold a knife and fork correctly to feed myself independently	
Drinking Skills	
I can drink from bottle with teat	
I can drink from non-spill cup	
I can drink from open cup	
I can drink using straw	
I can hold cup or bottle with support	
I can hold cup or bottle with 2 hands without support	
I can drink from an open cup independently using one hand	
Dining Hall Skills	
I can identify my own lunchbox and carry it down to the hall	
I can communicate my lunch choices to an adult	
I understand how to make healthy lunch choices	
I can communicate "finish"	
I can collect my own lunch from the servery and take it to my table	
I can clear my own plate, or put my packed lunch waste in the correct place	
I can identify and reach out for items of cutlery, plates and cups on the table, when asked by an adult	
I can follow instructions to collect items of cutlery, plates and cups from the cutlery/plate station	
I can set a place with cutlery, cup and plate	
I can set the whole table for my class	
I can pour myself a cup of water from a jug	
Dressing Skills	
Undressing	
I can co-operate with dressing and undressing	
I can remove socks, slip on shoes, gloves and hats	
I can take off my jumper and loose trousers or leggings	
I can undo velcro to take off my coat	
I can undo velcro to take off my shoes	
I can undo a zip to take off my coat	
I can undo buttons to take off my coat or shirt	
I can undo fasteners on my trousers or skirt	
I can undress independently	
Dressing	
I can identify items of clothing	

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I can put on simple items of clothing, such as my hat, coat or jumper
I can put on all items of my school uniform apart from shoes and socks
I understand the sequence of dressing/undressing
I can put on shoes and socks
I can fasten velcro
I can fasten my zip
I can fasten my buttons
I can fasten buckles and laces on my shoes
Organising Clothing
I can organise my clothing in different ways, such as hanging up my coat, or putting my jumper in my bag, or packing my swim bag
I can choose appropriate clothing for different occasions and weather
I understand the link between clothing and hygiene
I can sort clean and dirty clothes
I can use a washing machine and tumble dryer to wash my clothes
I understand the need for privacy, when dressing and undressing
Shopping Skills
Using and Managing Money
I understand that money is a means of exchange
I can recognise a £1 coin
I can count out the correct number of £1 coins on request up to £3
I can count out the correct number of £1 coins on request up to £5
I can count out the correct number of £1 coins on request up to £10
I understand the value of £5, £10, £20 notes
I can read a price tag/label
I can give the cashier the correct number of £1 coins to cover the cost of shopping
I can give the cashier the correct note to cover the cost of shopping
I know to expect change at the end of a shopping transaction
I can use my debit card to pay for items using contactless
I can use my debit card to withdraw cash
I know not to share my pin number or bank details
I know what to do if I lose my debit card
I know what to do if the cash point swallows my card
Preparing for Shopping
I can identify the items needed to go on a list
I can create a shopping list
I know which shop to visit, to buy the items on my list
I can collect the items that I need to go on a shopping trip
In the Supermarket
I can select and use a basket or trolley as appropriate
I can find the items on my list in the supermarket
I know how to wait in the queue
I know how to order my items on the conveyor belt and put the divider at the end of my shopping
I can use the self service checkout
I can pack items correctly in the shopping bag
I can put the items away in the appropriate place (cupboard/fridge/freezer) when I return to school
Other Shopping
I can shop in a café or restaurant
I can shop for clothes

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I can shop for birthdays and festivals

Cooking Skills

Pre – Cooking Skills

I can follow simple instructions

I can read and follow a simple recipe

I can wash my hands and put on an apron

I can locate and collect the ingredients and utensils needed

I can weigh ingredients in grams

I can measure liquids in mls

I know that bacteria in food can cause illness and I understand the kitchen rules for food hygiene for example using the correct coloured chopping boards

I know how different foods should be stored

I recognise when food is mouldy, or not fresh

I know how to check the use by dates on food packaging

Using a Knife

I can use a blunt knife to slice and chop soft foods, for example a banana

I can use a blunt knife to spread butter, jam or other spread on toast

I can use a blunt knife to make a sandwich

I can use a sharp knife to chop and dice fruit or vegetables

I can make salads

I can use a sharp knife to cut, or dice raw meat

Using Other Kitchen Utensils

I can use a grater to make a cheese sandwich

I can use a ring pull or a can opener to open a can

I can use a potato peeler

I can use a potato masher

I can use a rolling pin to roll out dough or pastry

I can use pastry or cookie cutters

I can use a colander to drain pasta or vegetables

Pouring

I can make and pour a drink of squash or milk

I can prepare a bowl of breakfast cereal

I can make instant whip

I can pour hot water from a kettle

Using Electrical Equipment

I can make a smoothie

I can make toast independently

I can make a toasted sandwich

I can use a kettle to make a cup of tea or other hot drink

I can use the hotplate or hob to warm a pan of tinned food such as soup or beans

I can use the oven

I can use a frying pan to make pancakes, stir fried food or other fried foods

I can use a microwave

I can use a grill

I can use an electric whisk

I can use a blender

Simple Meals to Cook Independently

I can cook beans or spaghetti hoops on toast

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I can cook fried egg on toast
I can cook scrambled or boiled egg with toast
I can make an omelette
I can cook pasta and add a ready made pasta sauce
I can cook a jacket potato with butter, or beans, or cheese
I can make cheese on toast
I can use the oven or grill to cook fish fingers, potato waffles, chicken dippers, or similar foods
I can make a stir fry
I can make chilli and microwave rice
I can make curry and microwave rice
I can make spaghetti bolognese
Accidents in the Kitchen
I am aware of the hazards in the kitchen, such as hot objects or surfaces or sharp, or electrical objects
I know how to deal with minor burns to the skin
I know how to deal with minor cuts
I know what to do if there was a major accident
Clearing Up
I know how to check that everything is turned off
I know how to recycle waste food and other rubbish correctly
I know how to wash up and dry equipment and put it away in the correct place
I know how to wipe down surfaces after cooking
I know how to clear up after spills on surfaces and on the floor
Healthy Eating
I understand about portion size
I understand which foods are healthy and which foods are snacks and I know that I should only have 1 snack per day
I understand about a balanced plate
Travel Training
Walking and Road Crossing
I can transition to different locations around school with supervision
I can travel to different locations around school without supervision
I can walk outside school safely with an adult
I can stop at a kerb and look for traffic
I can cross a minor road with support
I can use a zebra crossing to cross a major road with support
I can cross a T junction or crossroads
I can travel outside school in my electric wheelchair
I can cross the road using my electric wheelchair
I can identify landmarks on regular routes
I know what to do if I get lost
I can walk/use my wheelchair a short route independently
Using Public Transport
I can flag the bus to stop and I know how to communicate my destination to the driver
I can purchase a ticket
I can get onto a bus and find a seat – I know what to do if all the seats are occupied
I know where to get off the bus and how to alert the driver of my stop
I know what to do if I miss my stop
I can travel a route on a bus independently
I can travel several routes by bus independently

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I know where to get on and off the train
I know how to purchase a train ticket
I know how to use the ticket barrier
I can find the correct platform
I know how to wait safely for a train
I can get on and off a train safely
I know what to do if a train or bus is late or does not turn up
Cycling
I know that I need to wear high visibility clothing and a safety helmet
I know that I will need lights if I travel after dark
I know what to do if I have a puncture
I can travel a familiar route safely by bicycle
Independence
I can co-operate with personal care routines
I can indicate when I need changing or cleaning
I can stay dry during the day with minimal accidents
I can use the toilet and wash my hands with supervision
I can use the toilet and wash my hands independently
I can wipe my own face after meals
I know when I should wash my hands
I can brush my teeth with support
I can brush my teeth with supervision
I can brush my teeth independently
I can shower or bathe with support
I can shower or bathe with supervision
I can shower or bathe independently
I know how to use deodorant each morning and after exercise
I can brush my hair with support
I can brush my hair with supervision
I can brush my hair independently
I can tie my hair up for PE, cooking or to create a different style
I can wash my hair with support
I can wash my hair with supervision
I can wash my hair independently
I can manage my periods with support
I can manage my periods with supervision
I can manage my periods independently
I can manage my own medication/enteral feed with support
I can manage my own medication/enteral feed with supervision
I can manage my own medication/enteral feed independently
I can cut my own nails

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Reading

Early reading skills are taught holistically throughout the Equals semi-formal schemes of work and also the Foreland Fields *My Reading* scheme of work. As our Discoverers have difficulty with abstract concepts and working memory they are unlikely to become fluent readers and some may never “read” in the traditional sense of the word. Some pupils on the autistic spectrum (ASD) may demonstrate a decoding ability far higher than their level of understanding and this will not prepare them for being “readers” in later life. Some pupils however will attain a level of functional literacy and should be given every opportunity to achieve this. Access to books, stories and text will however be a daily part of the curriculum for all pupils as a means of developing expressive and receptive language skills and social interaction.

Pupils will be taught to read using a combination of visual (pictures, whole word, phonic) and non-visual (context) cues. Sound discrimination – or early phonics will be introduced at the earliest stages, but more formal teaching of phoneme/grapheme correspondence will only be taught once the pupil has developed a sight vocabulary of familiar words and they have demonstrated that they can “hear” the initial sound in words. This may not happen at all for some pupils. For some pupils, “reading” will be the ability to recognise key words and signs in the environment. We will also provide a daily, “Drop everything and read” session for pupils to enjoy and share books. Participating in story telling is also an important part of the curriculum.

Writing

Mark making and early writing opportunities are taught throughout the Equals semi-formal schemes of work and also the Foreland Fields *My Writing* scheme of work. Although many of our Discoverers pupils may develop effective communication, they still face some specific difficulties. They are likely to have language processing difficulties, due to reduced attention and listening, a slower rate for processing auditory information, problems with short term memory and difficulties generalising their learning to other contexts. They have difficulty with developing vocabulary, recall and using grammatical structures. They may be able to make requests or comment using facial expression, gesture or symbols, without using words.

Some pupils with ASD do not understand the need to communicate verbally and may use behaviours to do this, rather than spoken words. Some pupils are echolalic and do not produce spontaneous words with meaning.

Those pupils who are able to communicate verbally, will still have difficulties with abstract concepts such as text. They may not understand that marks on paper represent ideas. Many pupils’ expressive language skills are better than their receptive language skills. They will still have difficulty communicating simple ideas clearly in a sentence.

Writing will present huge challenges for our pupils following the Discoverers’ Pathway:

- Composition – pupils may find it difficult to generate ideas - to “know what to say/write”
- Grammar – pupils may find it difficult to translate and sequence their ideas into sentences, or meaningful grammatical structures
- Narrative – pupils may find it difficult to sequence a series of ideas into a coherent narrative
- Phoneme/Grapheme correspondence – pupils may find it difficult to match the sound in a word to a letter shape and may not be able to produce words in a written form
- Fine motor skills – pupils may find it difficult to form letter shapes, or to use a keyboard

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- Motivation – some pupils may not engage with writing activities as they do not understand the purpose.

We will need to think about what writing could look like for each pupil. What will be important and meaningful for them to be able to write and how might that look?

- Some pupils may be able to make marks that have meaning to them and assist with their communication
- Some pupils may be able to represent ideas in simple drawings – again to assist with their communication, or as a means of recording events or feelings that are important to them
- Some pupils may use VOCAs to communicate and therefore are able to produce text in this way (through symbol, whole words or keyboard input)
- Some pupils may use symbol support at a key word or sentence level to record their ‘writing.’ A wide range of AAC can be used to show ‘writing for a purpose’ – this is often linked to assessments and understanding of reading skills as a physical piece of writing is often not produced
- Some pupils may learn to write their own names, or versions of their own names. This is valuable in that they can sign a form, or write their name on their work or possessions, or sign their name in a card. This is likely to be meaningful for them
- Some pupils may learn to write personal details, such as their address and their date of birth. This will enable them to fill in forms as adults
- Some pupils may “learn” to type familiar, text to access motivating apps, computer programs or websites that provide leisure activities
- Some pupils may be able to produce phonetically plausible, or readable single words to label pictures or to write a list for shopping – or for Santa!
- Some pupils may learn to write “readable” captions for their own drawings or work – or they may be able to write short messages – for example in a card, or a note to an adult
- Some pupils may learn to use IT, including voice activated software to communicate ideas that would lead to them being able to send a text or email.

It is important that we know why we are teaching a particular writing skill, where this is leading to and whether this will be meaningful, or useful to the pupil in their life beyond school.

It may be useful to consider the following points:

- Does the pupil understand that text has meaning?
- Can the pupil make the pre-writing shapes independently?
- Does the pupil have a purpose for writing? Who are they writing to/for?
- What is this pupil likely to need to be able to write in the future?
- What writing skills would the pupil need to access leisure activities, or to enhance their life experiences?
- Are you asking the pupil to write words that are not part of their everyday vocabulary?
- Can the pupil read and understand the words that they are writing?
- Overwriting/tracing – what is the purpose of this?
- Hand over hand mark making – does this have a purpose?
- Spelling and punctuation – is this a priority for this pupil?

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- Would the pupil be able to communicate in writing better, using IT? What will they need to write by hand as an adult?

Maths

Mathematical skills and knowledge are integral to all our daily activities and opportunities to develop these skills holistically, are included in all Equals schemes of work. For example, *My Shopping* provides opportunities to learn about money, *My Cooking* provides opportunities to learn about capacity, volume, mass and fractions and *My Art* provides opportunities to learn about shape, size and measures etc.

Foreland Fields *My Number* scheme of work aims to provide a skills based progression pathway to support teachers to identify next steps for developing individual counting and number skills, throughout the other Equals schemes of work. It is also intended to support teachers with pedagogy – how we should teach number skills to our pupils with severe learning difficulties. It is not intended that *My Number* is taught as a discrete lesson for the majority of pupils on this pathway. There may however be some pupils, whose mathematical abilities overlap with the Pioneers' Pathway and it might be appropriate for these pupils to begin to access some subject specific learning in this area. The Equals formal curriculum English and maths schemes of work provide further guidance for these pupils.

Difficulties with developing mathematical skills and concepts faced by pupils following the Discoverers' Pathway

Pupils following the Discoverers' Pathway will have difficulties developing mathematical skills for the following reasons:

- **Difficulties with abstract concepts** – virtually all number is abstract
- **Difficulties with communication** – number names and mathematical language in general can be difficult for our pupils to understand and remember
- **Poor working memory and attention** – holding multiple pieces of information in your head, is necessary for counting and calculations
- **Difficulties with sequencing** – vital for counting and calculations
- **Poor general knowledge** – pupils require constant references to real life contexts for learning to occur
- **Difficulties with generalisation** – pupils will need a context for mathematical understanding and to apply mathematical skills to problems.

However mathematical knowledge is integral to everything that we do throughout our daily lives and if our pupils are “*aiming for independent living*”, then we need to teach them to be able to solve the type of practical real life mathematical problems that they will encounter beyond school.

For our pupils to grasp the concept of number, they will need to understand the following principles:

- **The one-to-one principle** – one unique number tag must be assigned to each single item counted; items are counted one at a time
- **The stable order principle** – count words must be produced in the same order for each count
- **The cardinality principle** – the final word in the count denotes the total number of items counted

Due to the nature of the difficulties our pupils have (see above) they are likely to make the following errors with these principles when learning to count:

- The pupil does not correspond pointing to individual objects (one –to- one)
- The pupil says the count words (numbers) at a different rate to the pointing (one –to- one)
- The pupil misses an item out when counting (one –to- one)
- The pupil counts an item more than once (one –to- one)
- The pupil says the same number twice during the count (stable order)

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- The pupil does not sequence the number words correctly (stable order)
- The pupil “forgets” where they are up to mid count (stable order)
- The pupil carries on saying number names, after the last object has been pointed to (cardinality)

Principles for teaching number for pupils following the Discoverers’ Pathway

- Mathematical skills and concepts, should be delivered holistically throughout the curriculum in a meaningful context, rather than as a discrete timetabled subject in order to achieve deep learning (although teachers have also developed *My Play* sessions that specifically target mathematical skills)
- Pupils should grasp the 3 principles of number (see above), before they move onto higher order skills.
- Number activities should be concrete – using real life contexts and real life objects – Numicon is an abstract representation of number and should be used with caution.
- Written calculations should only be introduced for the higher ability pupils, who have mastered number to 10.
- Agreed mathematical vocabulary should be used consistently.

Science

Science is taught through the Equals *The World about Me*, *My Cooking* and *My Play* schemes of work. They aim to give pupils a holistic understanding of everyday events and experiences in their world – for example water, weather, food, animals, plants, seasons and materials.

Geography

Geography skills are taught through concrete learning experiences in *My Travel Training* and *The World About Me* Equals semi-formal schemes of work. If our Discoverers’ pupils are “*aiming for independent living*”, it is important that they develop language, knowledge and understanding related to their local community, where they will live and possibly work. We have developed our own scheme of work, *Where I live* to supplement the geography content in the Equals *World about Me* scheme of work. This focuses on pupils becoming familiar with their local environment and surrounding areas.

History

History skills are taught through *The World About Me – Change and the Passing of Time* Equals semi-formal scheme of work. The aim of this scheme of work is for pupils to understand that change occurs over time and that life has not always been as it is today. History topics will be themed, rather than historical eras. Themes include changing homes, changing transport, changing technology, changing clothing and changing music.

PE

Opportunities for physical activity are maximised throughout the day. Pupils are encouraged to develop active habits from an early age, so that they continue to be physically active in adulthood. PE is taught through the *My Physical Well-being* and *My Play and Leisure* Equals semi-formal schemes of work. Pupils access swimming in termly blocks and some pupils with physical impairments access water based activities in the hydrotherapy pool. Pupils access offsite physical activities such as sailing, or using the facilities at the local leisure centre.

RE

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RE is taught through *The World About Me – Festivals* Equals semi-formal scheme of work. Pupils learn about how families worship and celebrate in a meaningful context. Pupils are also encouraged to understand that festivals may have a spiritual meaning for families and individual reflection – as far as pupils are able.

PSHE/RSE

PHSE (including RSE) skills are taught daily throughout the curriculum. *People, My Physical Well-being – Healthy eating and healthy lifestyle and Mental Health and Well-being* and *My Relationships & Sex Education* Equals semi-formal schemes of work aim to teach pupils the skills to be happy, healthy and safe in adulthood.

Relationships, Relationships & Sex Education Tracker

Relationships & Sex Education
Knowing my Body
I am aware of my body parts
I can name my body parts
I know that I am a boy or a girl
I know that others are boys, girls, men or women
I can identify male/female underwear
I can communicate how our bodies change over time
I understand that menstruation happens to all girls/women and is a normal part of adult life
I can manage my own periods
I am able to manage my own personal hygiene
Knowing Me
I can recognise myself in the mirror
I can recognise things that I am good at and things that I like about myself
I can communicate my likes and dislikes
I am confident about my likes and dislikes
I can accept that others will have different likes and dislikes from me
I have good levels of self-esteem
Private and Public
I know which body parts are private
I can recognise a symbol for private
I know which places are private or public
I demonstrate consistently appropriate behaviour in public
I am aware of behaviours that are private
Touching and Allowing Others to Touch Me
I demonstrate appropriate touch of others
I can accept appropriate touch from others
I recognise where it is inappropriate for others to touch me without permission
I understand that I am free to make choices about my own body and that I may choose for others to touch me
I understand that I should not touch others without their permission and that others may choose not to let me touch them
I know that I should tell an adult if someone touches me in a way that I do not like; I know who I would tell
Forming Relationships
I can recognise and respond to family members
I can communicate that I love members of my family

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I know that I need to stay active in order to keep healthy
I join in with physical activities in school that keep me healthy
I join in with physical activities beyond school that keep me healthy
I know how to get help with my physical health
Mental Health
I can recognise myself in the mirror
I can describe the things that I am good at (my strengths)
I will join in with a range of activities, with a range of people
I can communicate my interests and favourite activities
I have established hobbies and/or leisure activities
I have developed an emotional vocabulary and I can express how I am feeling
I can identify when I am feeling low, or anxious
I can use relaxation techniques that calm me when I feel anxious or stressed
I can describe activities that help me to relax or calm
I know what I can do and how to get help when I am feeling sad, or unhappy
I can self-regulate my own emotions
I can show resilience and perseverance in the face of challenge
Staying Safe
I can communicate when I feel unwell, or in pain
I can communicate when I am unhappy, tired, hungry, thirsty or frightened
I can identify hazards or risks in a range of familiar environments
I know how to get help when I feel unwell, unhappy or scared
I know when and how to make an emergency call (999)
I can describe how to stay safe in the sun and the risks of getting sunburnt
I can cross the roads around home and school safely
I can describe some of the risks of the internet
I know how to get help if I see something that I do not like on the internet
I know what information is personal and how to keep this private
I demonstrate appropriate behaviour online
I can communicate safely with my friends online

DT

Design and Technology skills are taught through the *My Art, My Cooking* and *My Play and Leisure Equals* semi-formal schemes of work. Pupils develop designing and making skills, such as cooking and using simple tools through process based learning opportunities. There is a focus on developing skills that pupils will need in everyday life, such as using scissors, sharp knives, glue or tape.

Art, Music, Drama, Dance

Skills in these areas are taught through the Equals semi-formal schemes of work *My Creativity - My Art, My Music, My Drama* and *My Dance*.

Computing

IT and computing skills are taught holistically throughout the curriculum as well as through *The World about Me – Digital Photography Equals* semi-formal scheme of work. Pupils learn to use technology in a range of functional contexts as well as for play and leisure purposes and to support learning in other curriculum areas. Pupils may learn to use technology to support their communication. There are a range of Augmentative and Alternative Communication (AAC) devices that pupils learn to use in different contexts

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throughout the day. Pupils develop their awareness of cause and effect, using touch screens, switch toys or Eye Gaze technology. Pupils learn basic skills such as sending emails, using a search engine, or using social media. They learn how to stay safe online.

Discoverers' Pupils Working Within National Curriculum Stages

Some Discoverers pupils may achieve within lower National Curriculum stages in some curriculum areas. These pupils are usually taught within a higher ability group of Discoverers pupils, within Key Stage 2 and may be included in a Pioneers Class from Year 7. For these pupils we have written additional schemes of work (*My Number, My Reading, My Writing*) to ensure that they continue to achieve as well as they can and that they are prepared for their next phase of learning, should they change pathway. The Equals Formal English and maths schemes of work, also provide a framework for these pupils.

Assessment

Each pupil has their own personalised curriculum with personal learning intentions for each of the 4 areas of need – communication, cognition and learning, social, emotional and mental health and physical development. Progress towards these will be assessed using the MAPP assessment tool, which has 4 assessment aspects:

- independence – the level of support that the pupil needs to perform the skill
- fluency – how well the pupil performs the skill
- maintenance – the frequency with which the pupil performs the skill
- generalisation – the range of contexts in which the pupil performs the skill

Judgements around progress will also be personalised and all adults supporting the pupil, including families, the class team and partner agencies will agree whether a pupil is making expected or exceeding expected progress at pupil progress meetings held in terms 4 and 6.

Evidence For Learning

Video and photographic evidence of progress will be captured using the app Evidence for Learning. Teachers are able to link this evidence to personal learning intentions, the Discoverers Framework and the Life Skills Tracker. Teachers may use other indicators such as the Engagement Model, Routes for Learning or EYFS (for Year R pupils), where they feel that this will support their assessments for learning.

Pre Key Stage Standards

Pupils on the Discoverers Pathway are working below National Curriculum Levels and pupils in Key Stages 1 and 2 are required to use Pre Key Stage Standards in reading, writing and maths for statutory assessment. Attainment for Discoverers' pupils in all Key Stages in all Key Stages will be assessed using the Pre Key Stage Standards. This will be used as a descriptor of learning level. There is no expectation that pupils will progress through levels in a linear fashion.

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Pioneers' Pathway



Pioneers' Pathway

Aiming for The World of Work

The Pioneers' Pathway is designed for pupils who are working within National Curriculum levels, but at a lower level than their chronological peers. We aim to equip our Pioneers with the skills that they will need to access the work of work in adulthood, such as communication and social skills, literacy, numeracy, computing skills and skills specific to the workplace. Pupils may need to develop skills for specific careers, such as in horticulture or catering.

Pioneers' Curriculum areas

Pioneers pupils are able to engage in traditional subject specific learning. Pupils engage in National Curriculum subjects, which have been adapted to meet the needs of pupils with severe learning difficulties. The exception being the subject *Culture* – which combines aspects of geography, history, RE, art and MFL into cross curricular meaningful topics. There is an emphasis on developing life skills and independence throughout the curriculum.

Pioneers' Long Term Plans and Schemes of Work

Pioneers pupils are grouped in mixed year groups within a key stage. Long term plans for each subject contain rolling programmes of blocks of learning, to ensure that each pupil accesses the full curriculum during each key stage, so that they are prepared when they transition to their next phase of learning. Prior learning and next steps are included in each block of learning.

Medium term plans (schemes of work) contain blocks of lesson plans detailing clear learning objectives and success criteria, teaching and learning opportunities, key vocabulary and cross curricular links. Schemes of work also refer to specific resources and websites to support learning. Prior learning and next steps are included in each block to ensure that pupils are prepared for each phase of learning. Medium term plans are differentiated, so that learning is appropriate for all stages. Blocks of learning are delivered through a rolling programme of termly topics.

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Pioneers Termly Topics

	KS2 Terms 1&2	KS2 Terms 3&4	KS2 Terms 5&6
Block 1	All about Me	Toys	Castles
Block 2	Our Amazing World	Egypt	Amazing Animals
Block 3	Weather & Seasons	Travel & Transport	Pirates
Block 4	Houses and Homes	The Stone Ages	The Sea
	KS3 Terms 1&2	KS3 Terms 3&4	KS3 Terms 5&6
Block 1	Local Studies	Wonders of the World - China	Myths and Legends
Block 2	Rainforests	Extreme Climates	Brilliant Britain
Block 3	Vikings	Recycling	World War 2
	KS4 Terms 1&2	KS4 Terms 3&4	KS4 Terms 5&6
Block 1	Our Rights	Space	Fact and Fantasy
Block 2	The World Today	The 1900's	Chocolate

Assessment

Pupils following the Pioneers' Pathway are assessed in all curriculum areas using Pioneers' Stages 1-3, which are based on assessment statements from Pupil Asset. Some Pioneers pupils in Key Stage 2 will be working below these levels and they will use Pre-Key Stage Standards for statutory assessment.

Much evidence of progress will be stored in individual pupil's workbooks or folders. Evidence for Learning is also used to record progress towards Pioneers Stages and also to capture video and photographic evidence of progress towards practical subjects, such as PE, life skills.

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Sixth Form Provision



Preparing for Adulthood

Preparing for Adulthood is an exciting time for our students as they transition onto the next stage of their lives, but for families it can be a difficult and confusing time. We aim to make this process as informative and smooth as possible. As part of Pupil Progress Reviews for all pupils from Year R, parents, carers, families and teachers discuss annually their aspirations for the child's life beyond school. The personalised nature of our curriculum is designed to equip pupils with the skills that they will need to move successfully to the next phase of their learning journey in school and achieve their goals in adulthood.

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At Foreland Fields School we have high aspirations for all our students. Throughout their school journey we work with families and professionals to ensure our students are challenged and supported to go on to live fulfilling lives that encompass the Preparing for Adulthood four key outcomes:

Further Education and/or employment – including the opportunity exploring different employment options, such as supported internships, volunteering and apprenticeships.

Independent living – students have a say in all aspects of their daily living. Students are supported to have input into where they live and who with, this includes supported living.

Being Active Member of the Community – Young people have opportunities to spend time with their peers outside of school and college. They are supported to develop and maintain friendships and relationships. They can access their community and feel safe and confident.

Being as healthy as possible in adult life – ensuring access to the right health professionals who understand the young person's learning difficulties and disabilities and where possible students to have a say in the health care plan.

Curriculum

The student's curriculum has been carefully designed to optimise opportunities for students to develop life skills, to be involved within the community and to understand and plan for their future. All students receive Careers Education, Information and Guidance (C.E.I.A.G), Relationships and Sex education (RSE) and health education. All students have life skills learning appropriate to their needs.

Triangulated Planning (student/Parent/Carer/Teacher)

Alongside planning in EHC Planning meetings we provide yearly Planning for Adulthood meetings with parents and carers from year 9. These meetings will provide the opportunity for parents and carers, students and class teachers to provide information and discuss the student's future and options. In Year 9, 11 and 13 students and parent/carers can meet with our careers advisor for next step specific advice. Parents/Carers can also request a meeting outside these year groups if they feel it would be beneficial.

External Support

The school works with a number of organisations such as employment services, businesses, disability organisations and arts and sports groups, to help students understand what is available to them as they get older, and what it is possible for them to achieve. Students have opportunities to explore what is available so they can make informed choices about their future, their leisure time and their involvement within the community.

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Pupils Across All Pathways with Sensory Impairments

Visual Impairment (VI)

Some pupils, particularly those on the Explorers Pathway have a visual impairment, which can affect all areas of learning and development.

It can result in restrictions in the range and variety of experiences affecting:

- The child's development of mental processes such as conceptual thought, logical memory and language.
- The time needed to take in information or perform tasks.
- His/her ability to detect non-verbal clues, facial expressions, posture, body language, and spatial arrangements (height, width, length and shape), resulting in a delay in building up an understanding of objects or situations from separate components.
- The child's awareness of his/her own non-verbal gestures and expressions, and how others perceive these.
- Social development is affected as children are not able to pick up on non-verbal clues or, if they are unable to make eye contact, they may appear disinterested and can reduce sustained social interactions.
- Delays in the area of independence in activities of daily living are impacted as incidental learning through observation is not possible for those with significant vision impairments. This impact can be magnified when caregivers, in an effort to help or to rush through activities, complete tasks for the child which creates learned helplessness in the child.

It can result in restrictions in the ability to get about...

- Vision impairment impacts motor development as a child may not be motivated to move toward that which can't be seen or causes inhibition to move for fear of the unknown.
- Exploration of the environment and materials is critical in cognitive development. Therefore, movement is important not only for motor development but for the development of concepts.

It can result in restrictions in interaction with the environment...

- His/her perception of the immediate environment, objects, learning resources and other people.
- Language acquisition can also be affected by vision impairment, as active interaction with people and the environment is important in language development.

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Strategies used in school to support pupils with vision impairment

The principles of...

- 'Access to learning' - providing pupils with 'accessible' material in their preferred medium (for example, large print), and,
- 'Learning to access' - teaching pupils 'access skills' (for example, through the use of a low vision aid, or assistive technology).

... are used to plan instruction in the following skills.

Concrete experiences

Pupils with vision impairment need rich, varied and consistent experiences with objects to gain a thorough knowledge of the environment around them and to develop meaningful concepts.

Learning by doing

Learning by doing is achieved by engaging pupils with vision impairment in completing the task that is the focus of instruction, rather than presenting only a discussion. This encourages pupils to do things for themselves, rather than having things done for them.

Unifying experiences

Providing unifying experiences gives pupils with vision impairment opportunities to gain a sense of the totality and wholeness of objects and situations (for example, cooking involves planning, shopping, measuring, mixing, baking and cleaning up).

Hearing Impairment (HI) /Deaf

Some pupils have a hearing impairment in addition to a severe or profound learning difficulty.

Deafness has an adverse effect on a child's ability to acquire and process spoken language, causing significant delays in the areas of communication, cognition and learning, and speech and language development. Therefore, sufficient provision needs to be implemented in order to ensure that deaf learners have optimum access to the curriculum.

Hearing impaired students struggle to 'soak in' communication around them which we refer to as incidental learning. incidental learning constitutes a huge part of one's social development and world knowledge. Without incidental learning, hearing impaired pupils are missing out imperative access to educational content and social norms which could then effect their self-esteem and mental health.

Strategies used in school to support pupils with hearing impairment

- Access to qualified Teacher of the Deaf (ToD) – we have 2 ToDs in school
- Access to staff with BSL qualification
- Inclusion in one of our High Communication needs classes – 1 in lower school and 1 in upper school
- Access to a specialist Hearing Impairment Speech and Language Therapist (weekly)

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- A specialist acoustically adapted environment, with carpets, sound boards and a sound field system to provide the optimal listening environment
- A Total Communication Approach, including BSL, spoken and written language, visual supports

Curriculum Development in the Future

Our vision is to create an aspirational and highly personalised curriculum, tailored to the varied and complex needs of our pupils, that prepares them for a successful life beyond school.

To do this we will:

- Develop teams of specialist staff for each Curriculum Pathway
- Develop teams of specialist staff for key areas of the curriculum, such as Sensory Impairment/PE
- To develop an Outreach Service using our Teachers of the Deaf
- Programme sufficient time for CPD targeted at each Curriculum Pathway and key area
- Programme sufficient class based coaching time, for teams to use Iris and Evidence for Learning (video analysis) to reflect on and develop their practice
- Work in partnership with outside agencies and the wider special schools' community (Evidence for Learning, Equals and Ksent) to ensure that we are aware of and share best practice
- Encourage teachers and teaching assistants to develop their knowledge and understanding of the pedagogy of their curriculum pathway through personal research, through the Performance Management Review process
- Monitor the effectiveness of the curriculum through the quality assurance process, including pathway reviews, annual review paperwork and assessment data, work and evidence scrutiny, learning walks and lesson observations