

PRINCES PRIMARY



CURRICULUM OVERVIEW



Attends to Own Choice of Activity
 Fleeing Attention
 Blank 2+

More Controlled Single Channelled Attention
 Single Channelled Attention
 Blank 1

Established Integrated Attention
 Integrated Attention
 Pre Blank

PRINCES PRIMARY SCHOOL CURRICULUM OVERVIEW



Attends to Own Choice of Activity
Fleeting Attention
Blank 2+

More Controlled Single Channelled Attention
Single Channelled Attention
Blank 1

Established Integrated Attention
Integrated Attention
Pre Blank

WELL-BEING

Self Actualisation (Morality, Creativity, Spontaneity, Problem Solving, Lack of Prejudice, Acceptance of Others, Interpersonal Relationships, Behavioural Regulation) **Esteem** (Attempting Daily Tasks, Making Choices, Developing Confidence, Mutual Love and Respect) **Love / Belonging** (Intensive Interaction, Accessible Resources, Social Relationships, Communicating Needs) **Safety** (Sensory Regulation, Routines, Home-School Consistency, Appropriate Learning Environments, Correct Use of Language, Visuals) **External Factors** (Family Situation, Conflict, Change of Circumstance and Routine) **Physiological** (Eating, Sleeping, Hydration, Sleep, EHCP, EHAT, Multi-Agency)





INTENT

MISSION & VISION



At Princes Primary we aim to provide a broad, balanced, aspirational and motivating curriculum which gives our learners the cultural capital to succeed.



We want learners to develop practical skills in a positive and stimulating environment.



We are committed to ensuring that our learners fully immerse themselves in learning and work within a flexible framework, which is responsive to need and enables all learners to communicate, think and problem solve in a range of contexts.



All learners have a right to be healthy, safe, happy, successful and valued.



INTENT

AIMS



PRE-FORMAL

To support learners to develop communication strategies so that they have a voice.

To enable learners to live safe, healthy and happy lives, promoting physical development and movement range.

To enable learners to be valued and active members of their community, interacting and building positive relationships with others.



SEMI-FORMAL

To be successful learners who enjoy and contribute to their own learning and make progress and achieve.

To develop confident individuals who are able to live safe, healthy and fulfilling lives.

To develop responsible citizens who make a positive contribution to society.



FORMAL

To develop successful learners who enjoy and contribute to their own learning and make progress and achieve.

To develop confident individuals who are able to live safe, healthy and fulfilling lives.

To develop responsible citizens who make a positive contribution to society.



PRE-FORMAL FOCUS FOR LEARNING

In addition to the EHCP areas of need (Communication and Interaction / Cognition and Learning / Social, Emotional and Mental Health / Physical and Sensory Needs), the developmental stages of the MSLD EYFS framework will be used to support understanding of pathways and progression.



Connecting and responding to key people and familiar activities - e.g. object permanence, Attention Autism, SCERTS, encountering / experiential, Intensive Interaction, building relationships.



Making sense of the environments and world around them - routine, objects of reference, transitions, classroom environment, educational visits, recognising their impact on the environment e.g. cause and effect.



Developing varied interests and motivators - flexibility of thought, experiential learning.



Readiness for learning - emotional regulation, sensory regulation, routines, relationships (adults and peers).

Ensure awareness of readiness for learning and that this is addressed after periods of absence (e.g. school holidays, illness etc). Always ensure that well being is acknowledged and incorporated into the daily teaching and learning.



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In addition to the EHCP areas of need (Communication and Interaction / Cognition and Learning / Social, Emotional and Mental Health / Physical and Sensory Needs), the developmental stages of the MSLD EYFS framework will be used to support understanding of pathways and progression.



Connecting and responding to key people and familiar activities - e.g. Attention Autism, SCERTS, Intensive Interaction, building relationships.



Interacting with the environment and world around them - routine, objects of reference, transitions, classroom environment, educational visits, recognizing their impact on the environment e.g. cause and effect.



Readiness for learning - emotional regulation, sensory regulation, routines, relationships (adults and peers).



Experiential learning.

Ensure awareness of readiness for learning and that this is addressed after periods of absence (e.g. school holidays, illness etc). Always ensure that well being is acknowledged and incorporated into the daily teaching and learning.

FORMAL FOCUS FOR LEARNING



INTENT

In addition to the EHCP areas of need (Communication and Interaction / Cognition and Learning / Social, Emotional and Mental Health / Physical and Sensory Needs), the developmental stages of the MSLD EYFS framework will be used to support understanding of pathways and progression.



Investigating and interacting with the wider world around them.



EYFS Early Learning Goals linked into Key Stage 1 National Curriculum standards, pre Key Stage Standards - English and Maths.



Knowledge and skills based learning including functional life skills. Life skills based curriculum - based on independent living skills framework.



Generalisation and mastery of skills consistently.



Behaviour for learning - emotional regulation, sensory regulation, routines, social relationships (adults and peers), confidence, resilience and determination (SCERTS).

Ensure awareness of readiness for learning and that this is addressed after periods of absence (e.g. school holidays, illness etc). Always ensure that well being is acknowledged and incorporated into the daily teaching and learning.



EVIDENCE BASED RESEARCH INFORMING INTENT



Maslow's Hierarchy of Needs - Abraham Maslow 1954



The Pyramid of Learning - Williams and Shellenberger 1996



Blank Level Questioning - Blank, Rose and Berlin 1978, PECS - Bond and Frost 1985;
SCERTS - Prizant, Wetherby, Rubin, Laurent and Rydell 2006, Intensive Interaction - Dave Hewitt 1988;
Attention Autism - Gina Davies 2013, Developing Attention Levels - Cooper, Moodley and Reynell 1978



Venturing into Play - Caroline Smith 2015



The Rochford Review - Diane Rochford 2015-2019
Ofsted Inspection Framework 2019



PRE-FORMAL APPROACHES TO LEARNING

Personalised curriculum - a range of approaches and teaching styles. A focus on mobility, postural management, sensory regulation and active exploration of the environment.



Blank Level Questions, Intensive Interaction; SCERTS (social partner stage), sensory cues, objects of reference, visual timetables, Makaton, augmentative and alternative communication (functional and social communication), Attention Autism.



Mutual Regulation / Self Regulation (SCERTS), IBPs.



Quest for Learning, SCERTS, EYFS.

Learning - observation focused and engagement focused.

Medical Care Plans - training and skilled staff to provide a range of medical interventions. Input from physiotherapy and sensory services.

Providing opportunities for independence, daily life skills and developing social and emotional skills. Opportunities for British Values and SMSC, learning outside the classroom.

Lineal and lateral progress.



SEMI-FORMAL APPROACHES TO LEARNING

Personalised curriculum - a range of approaches and teaching styles. A focus on sensory regulation and active engagement of the environment.



Blank Level Questions, Intensive Interaction; SCERTS (social partner stage/language partner stage), sensory cues, visual timetables, Makaton, augmentative and alternative communication (functional and social communication), symbol programs, Attention Autism.



Mutual Regulation / Self Regulation (SCERTS), IBP



SCERTS, EYFS

Learning - observation focused and engagement focused.

Providing opportunities for independence, daily life skills and developing social and emotional skills. British Values and SMSC (class behaviour management, class rules, IBPs, reward systems, self regulation, school council). Learning outside the classroom.

Lineal and lateral progress.

FORMAL APPROACHES TO LEARNING



Personalised curriculum - a range of approaches and teaching styles. A focus on sensory regulation and emotional regulation.



Blank Level Questions, SCERTS (language partner and conversation partner), visual timetables, Makaton, Colourful Semantics, augmentative and alternative communication (functional and social communication), symbol programmes, Attention Autism.



Mutual Regulation / Self Regulation (SCERTS), IBP



SCERTS, EYFS

Discrete PSHE focus - in response to children's needs (bullying, peer on peer inappropriate behaviour, emotional development, transition). Purposeful learning environment - functional support e.g. behaviour, celebrating work, quiet areas. Providing opportunities for independence, daily life skills and developing social and emotional skills, British Values and SMSC (class behaviour management, class rules, IBPs, reward systems, self regulation, school council). Learning outside the classroom.

Lineal and lateral progress.



WHOLE SCHOOL APPROACH TO LEARNING

The curriculum at Princes is flexible and will adapt and change in line with future evidence based research and government guidelines.

Both child and adult led themes will be used to provide breadth of experience. Staff will ensure that engagement indicators are prevalent throughout the curriculum and any teaching and learning.

Relevant learning contexts will be provided in order to prepare for high school.

Emphasis will be on processes, rather than outcomes.

Enrichment days / weeks will be utilised to enhance the learning experiences of the children

Class staff will work closely with the Family Liaison Officer - EHATS, Early Interventions, attendance monitoring etc

A multi agency approach (including physiotherapy, OT, SALT, CAMHS)

Community Links

Outdoor Learning including Forest Schools.

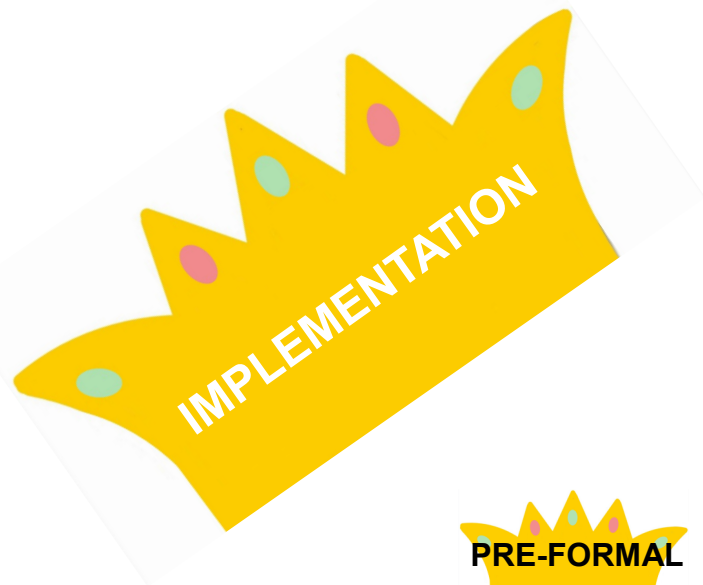
Enterprise

Sports Provision (LFC, EITC, Little Musketeers etc)

MSLD music festival

School Council

CURRICULUM AREAS



- **Communication and Attention**
- **PSED**
- **Physical Development including swimming**
- **Play**
- **British Values and SMSC**
- **RE**
- **Experience based learning** (covering Literacy, Maths, Expressive Arts and Design and Understanding the World, MFL - KS2 only)



- **Communication and Attention**
- **PSED**
- **Physical Development including swimming**
- **Mathematics** - functional life skills
- **English** - functional life skills
- **Play**
- **British Values and SMSC**
- **RE**
- **Experience based learning** (covering science, computing, art, music, design technology, geography, history, MFL- KS2 only)

SEE SUBJECT SPECIFIC INTENT DOCUMENT



CURRICULUM AREAS



- **Language and Communication**
- **PSHE**
- **Physical Education including swimming**
- **Mathematics (Pre Key Stage Standards)** - functional skills
- **English (Pre Key Stage Standards)** - functional skills
- **Knowledge based learning Key Stage 1 National Curriculum Standards** - Science, History, Geography, Music, Art & Design, RE, Computing, Design and Technology, MFL
- **Play** (Cooperative Play - successfully entering into play with another child: play has an organized structure, will communicate with others, will express ideas for activities, acknowledges actions and accomplishments, negotiates roles and sets up events, will respect other children's properties, more willing to share and ask to share)

Problem Solving & Creative Thinking

Responsibility for own learning - self evaluations (IEPS and work), creating own IEPs

RE

British Values / SMSC

SEE SUBJECT SPECIFIC INTENT DOCUMENT



EVALUATING PROGRESS

Earwig Frameworks - EHCP, SCERTS, EYFS leading into National Curriculum Standards, Intensive Interaction, PECS, Quest for Learning, Swimming, Venturing into Play, Independence Living Skills, British Values and SMSC.

Lateral Progress aswell as linear progress which is demonstrated on Earwig.

Encounter - Fleeting reactions to activities and stimuli.

Experience - Sustained and extended reactions to activities and stimuli. Higher levels of purposeful engagement with activities and stimuli. Links to 7 indicators and aspects of engagement (see below in italics).

Responsiveness: evaluates any change in a pupil's behaviour that demonstrates he or she is being attentive to a new stimulus or reacting in a meaningful way. This is important for establishing what differing stimuli motivate a pupil to pay attention. This is a prerequisite for learning. It is particularly relevant for assessing pupils with multiple sensory impairments who have reduced and/or atypical sensory awareness and perception.

Curiosity: demonstrates how a pupil is building on an initial reaction to a new stimulus, perhaps by reaching out or seeking the source of a new stimulus.

Discovery: provides information about the changing ways in which a pupil interacts with, or responds to, a new stimulus, sometimes accompanied by expressions such as enjoyment and excitement. Curiosity and discovery are closely linked. At a more advanced point of development they both help to demonstrate a pupil's degree of interest in, and exploration of, activities and concepts. These both help to drive the acquisition of new knowledge and skills.

Anticipation: demonstrates whether a pupil is able to predict, expect or associate a particular stimulus with an event. This is important for measuring a pupil's concept of cause and effect.



IMPACT

EVALUATING PROGRESS

Persistence: measures the extent to which a pupil is sustaining attention towards a particular item or action and is therefore beginning to develop conceptual understanding. The ability to sustain attention is important for maintaining an activity long enough to develop the learning associated with it and for consolidating that learning.

Initiation: demonstrates the different ways, and extent to which, a pupil investigates an activity or stimulus in order to bring about a desired outcome. It is an important part of developing the autonomy required for more advanced cognitive development and learning.

Investigation: measures the extent to which a pupil is actively trying to find out more about an object or activity via prolonged, independent experimentation. This demonstrates a more advanced degree of autonomy than the other aspects of engagement and is important for ongoing learning.

Acquisition Physical Prompt - gained new skills and responses with physical prompting.

Acquisition Gestural Prompt - gained new skills and responses with gestural prompting.

Acquisition Verbal Prompt - gained new skills and responses with verbal prompting.

Acquisition Independent - gained new skills and responses independently.

Consolidation - becoming more competent and fluent in skills and responses in familiar settings and with familiar and less familiar adults.

Generalisation - to have mastered response in different settings, contexts, materials, stimuli and with more unfamiliar people including adults and peers. Includes application of skills learnt in a variety of situations.

Reactivation - to regain a skill or response after an extended period of time if it has been lost or regressed.

Maintenance - to have secure and mastered skill after an extended period of time.



IMPACT

EVALUATING IMPACT & ACCOUNTABILITY

Our pupils are at the core of everything we do and therefore the bespoke curriculum ensures that they are treated as individuals and that we do not compare individual pupil's data.

The aim is to ensure that the well being of all pupils is at a consistently high level, including behaviour and attendance, which will then have a positive impact on all teaching and learning.

A coherent curriculum ensures that there is whole school consistency which supports effective teaching and learning.

Holistic progress of individual pupils is effectively recorded through Earwig.

SMT to monitor whole school progress, including particular cohorts (one page profiles / earwig evidence).

Internal moderation through pathway groups (including mixed pathways), curriculum area groups and curriculum coordinators.

Annual reviews will be held to provide opportunities to feedback to parents, Local Authority and other professionals around EHCP outcomes.

Ongoing reporting to parents via Earwig.

Identifying appropriate CPD to support implementation of the curriculum.

Discussions with teachers over individual children's progress.

Reporting to appropriate stakeholders e.g. parents, governors, SMT.

Continue to liaise with other MSLD schools through curriculum groups and meetings.

Curriculum will be monitored and reviewed regularly by Curriculum Coordinators (Emma McCormick and Jodie Hudson), which will inform action plans.

See action plan for future developments.