

Curriculum Intent

A bespoke curriculum for children with autism and learning difficulties.

The young people within our Beach strand are at the very heart of what we do. We understand that each child is unique and we adapt our work to make sure that all students are pushed to reach their full potential. Our pupils need and deserve a curriculum that caters for their specific needs, including their learning needs, their social and emotional needs and their sensory needs. Our curriculum reflects each pupil's complex needs, individuality and future life.

As a school we have developed our very own approach, building a learning framework for each learner, directly from a deep and thorough assessment and understanding of each child and how they might be helped to make progress. The child, parents and family, therapists and teaching teams are all involved in the assessing of needs and the devising of the 'next steps' fundamental to our individual learning frameworks. It is a truly integrated approach.

We recognise the need for a 'broad and balanced curriculum' and this will mean different things for different pupils. We will take ideas and methodologies from documents produced by the Department for Education and elsewhere. In particular, we find the EYFS framework particularly helpful, no matter what the age of our learners. However, whatever we use it must be relevant and appropriate to the developmental needs of each pupil, in order for meaningful learning to occur. There is no single curriculum that suits all our learners, no 'set' of core subject areas, no bank of targets to be chosen from. Every "Next Step" must be part of a functional and meaningful path for that child, not part of a pre-programmed or linear route. We must have no pre-conceptions of any learner's path of progress or we are in danger of limiting our expectations of where they may branch out. We must follow the child, and we always expect to be surprised!

Within Beach strand we have developed a structured teaching set up. We use visuals and familiar routines to help them understand the world around them. Visuals offer our students the safety and familiarity they need to be focused and ready to learn. It supports the students to understand what they need to do, where they need to do it and for how long. These are skills that will support our students throughout their lives.

This new curriculum has been designed with the needs of the pupils at the forefront. It is based on these principles:

Pupil needs – our pupils will all have an EHCP which will explain the main area of needs. We use these area of needs to make the curriculum rather than making the pupil fit our curriculum.

Independence – Being as independent as possible is one of the most important goals for our pupils. Everything we do will promote the pupils abilities and enable them to be as independent as possible in all areas of their life, ranging from self help skills to community safety.

Structure and routine - The curriculum provides strategies, activities and opportunities for learning linked to each pupil's needs. We have many strategies we use to support the pupils needs, these are based around experience and understanding from teachers and specialists such as speech and language and occupational therapists.

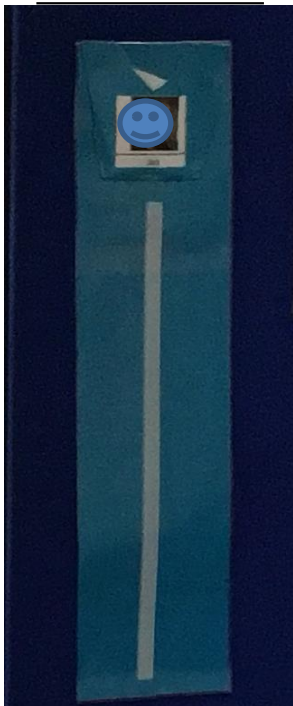
Structured Teaching (TEACCH)

Beach strand classes use a TEACCH approach to learning. TEACCH is a very structured and visual approach which lends itself well to students with an autism diagnosis. Everything the students do in class will be backed up with visuals and a familiar routine. We use the strengths of the students to help them succeed and achieve. Our day will involve lots of sensory breaks with short and achievable tasks. The aim is to build up the length of time students can follow an adult lead agenda. Once students are able to follow routines we will then start to support the students to become as independent as possible when completing tasks.

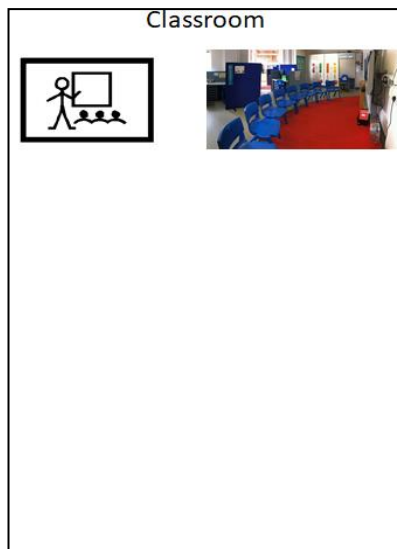
Each student will check their schedule when given a photo of themselves. Students will post this picture at the top of the schedule. They will then take the top photo/symbol/object off. This shows them where to go. Students should then transition to the correct location and match their photo/symbol/object to the transition match board.

Some students' schedules may look different, we adapt them to work for our students. Some children may use objects of reference and some may only use written words. This information will be in the students' work area and/or above their schedule.

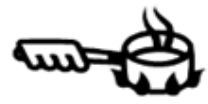
Student Schedule



Transition Match Board



Photo/Symbols



Cooking

Object of Reference



Our Pupils' Needs

At Shorefields every learner is unique and we aim for “learning and achievement for all” when developing our curriculum. We understand our learners need repetition in order to acquire new skills and generalise this in all aspects of their lives. We firmly believe in a spiralised curriculum, where learners will repeat activities to embed and further develop those skills at a functional age related level.



Total Communication At Shorefields

Total communication is fundamental to how pupils lead the rest of their lives in every aspect - from making choices about themselves to watching television and from expressing their emotions to socialising. It gives independence and gives pupils a voice. Communication is also fundamental to pupils learning.

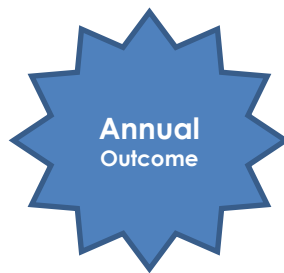
Each learner has their own Education Health Care (EHC) targets which have smaller short term targets to work towards each term. At the heart of their learning there is a heavy emphasis on total communication bespoke to each learner. Communication at Shorefields looks like;



Pupils Learning Journey

Every learner within the school has a Education and Health Care Plan (EHCP) and at the heart of the curriculum is each pupils 'Next Steps' progress grid set by their teacher. It turns their areas of needs into everyday learning activities/targets and develops motivational activities within it.


The 'Next Steps' progress grid takes into account the four areas of need under the SEND code of practice, parents views and multi-professional views.





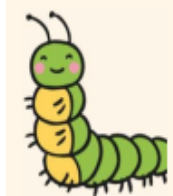
















Shorefields School
Key Objectives Progress Grid

● no progress ● achieved step
● some progress ● exceeded step

Joe Bloggs
Jan 2021

Area of Need & End of key stage outcome (section B and E)							
KO1 - Communication							
Joe to use PECS to effectively communicate his wants and needs.							
Annual Outcome	Step1	Term 1 - Progress (Spring 2021)	Step2	Term 2 - Progress (date)	Step3	Term 3 - Progress (date)	Provision
Joe to use PECS to request favoured toys.	Joe to select the correct symbol when given a choice of two, one not being a favoured item.	Joe was able to locate the correct symbol regularly throughout the term. He was able to touch the picture he wanted but required support to take the symbol off the book and place it on to the sentence strip.					Begin to establish a bank of favoured activities. All reinforcing item to be out of sight to encourage the communication. Visuals around the classroom to support communication. Staff to model using PECS at every opportunity. Regular access to opportunities to request favoured items. Total communication approach to be used continually. Speech kept clear and concise to help Joe process spoken words. Visuals used to support speech.

4 Year Rolling Programme of Topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2021- 2022	All about me 	Superhero 	Food 	Mini Beasts 	Out of space 	On safari 
2022- 2023	All about me 	Prince and princess 	Under the sea 	People who help us 	Fantasy 	Environme nt 
2023- 2024	All about me 	Towns and cities 	Songs and rhymes 	Monsters 	Our World 	weather 
2024- 2025	All about me 	Colours 	Advent ures 	Senses 	Jungle and Rainforest 	Circus 

Communication & Interaction in Beach Strand looks like...



Intensive Interaction

Intensive Interaction develops early interaction skills and enjoyment of interaction.

Sensory Stories

Allows pupils to access stories and become part of the story in a way they can understand. Aids sensory processing, supports turn taking and encourages communication.

AAC

Alternative augmentative communication A wide range of tools that support and teach communication. Including: communication books, photos and symbols, PECS, objects of reference, communication boards, talking switches, talking books, iPads, gestures, signing, symbols, body language, eye-pointing, facial expressions, vocalisations.

Objects Of Reference

Objects of Reference are objects that have special meanings assigned to them. They stand for something, in much the same way as words do, whether spoken, signed or written. Objects can help build upon; anticipation, structure, decision making, recall and initiation.

Attention Autism

Develop pupil's curiosity and shared attention skills using highly visually motivating activities, creating irresistible opportunities to learn.

TAC PAC

TACPAC is an integrated experience of touch, sound, pattern and relationship-a fluid process between you and your partner. It stands for Tactile Approach to Communication.

Makaton

Makaton is a language programme that uses signs together with speech and symbols, to enable people to communicate. It supports the development of essential communication skills such as attention, listening, comprehension, memory and expressive speech and language.

Play

Play is fundamental to a child's development. Play develops lots of skills such as social skills, critical thinking, confidence and creativity. Play can drive lots of opportunities to develop communication skills. Staff will use play to encourage all form of communication.

Other

Speaking and Listening

Matching, sorting and sequencing activities.
Phonics
Sharing books
Choosing activities.

Functional

Symbols, logos, recipes, shopping Lists ect..

Writing

Mark making
Colourful Semantics
Fine motor skills.

Cognition & Learning in Beach Strand Looks Like...



Termly Topic

We have developed a broad and balanced bespoke curriculum which links termly topics. Topics will be repeated on a rolling programme as learners move through the strand to enable learners to further embed their learning.

Cookery

The aim within cookery is to develop sensory exploration and through progression within the strand develop simple skill to support students to make simple snacks and drinks independently and introduce new skills. Students will be supported appropriately to help them to achieve and sessions will have visuals to support the processes needed.

Enrichment Opportunities

To enhance the curriculum we provide learners with frequent enrichment opportunities to access the community or visiting professionals to provide a rich and fulfilling experience relating to the terms topic.

Structured Teaching

In Beach we use a structured teaching set up which involves taking the pupils next steps and creating meaning full 'work tasks' which are taught at the table. These skills are then taught in different places to ensure the skills are transferable. We use a structured teaching method to play too. Many Beach students struggle to play with toys and other items. Again this will be taught at the table and then transferred on. Each child will have an individualised schedule which will show them what they are doing and when they are doing it.

Functional Skills

Our students will work on skills such a counting, measuring, money, time telling and much more. Students will use all the skills they have been taught functionally so it is meaningful to them in their future lives.

PHSE/RSE

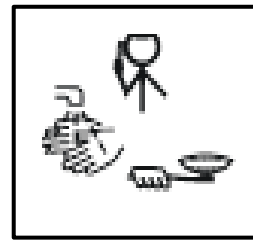
Our termly topics link in to the requirements of the RSE/PSHE curriculum and therefore we have carefully plotted topics to enable us to teach these subjects in a discrete and pupil centred way.

Careers Related Learning

Throughout the year, we will link our topics into experiencing what happens in the wider world at a very sensory level.



Self-Help and Independence in Beach Strand looks like...



Independent Living Skills (ILS)

We encourage all learners to be as independent as possible- even the smallest attempt is recognised and celebrated.

In our ILS session we will work on things such as cleaning, washing, sorting clothes, making the bed, cooking, making drinks and how to keep safe at home.

Schedule

Every child in Beach classes will have their own schedule.

This helps build independence with everyday activities and more so with transitions, which can often hold young people back when it comes to their independence skills.

PSHE/RSE

Our termly topics link in to the requirements of the RSE/PSHE curriculum and therefore we have carefully plotted topics to enable us to teach these subjects in a discrete and pupil centred way.

Community

Our curriculum is enriched with several opportunities to access the community.

We take part and engage in a wide range of whole school community events as well as individual class visits.

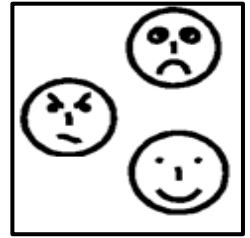
We will work on safety in the community both in school and when out. We will explore new places and help students with important skills, such as managing busy environments and road safety skills. This will look different for each learner and will enable them to access the community as safely as possible.

Visual Support

As with our cognition and learning, skills will be taught at the table and then transferred. Skills will be supported by visuals for each step so that the pupils can be as independent as possible. We will work on skills in a task based way through sorting and sequencing and then embed these skills practically.



Emotional and Sensory in Beach Strand Looks Like...



TAC-PAC

TACPAC is a relaxation massage session which offers pupils a relaxing massage whilst developing communication skills. This helps pupils develop strong relationships and works on developing tolerance to touch and offers daily opportunities to be supported to relax and unwind.

Hydrotherapy

Hydrotherapy is available to some pupils to enhance their physio programme or meet their sensory needs. It is a great experience with mood and sensory lighting.

PE

We take part in weekly PE session which have a range of activities from sensory circuits, boccia, curling as well as team games and independent skills.

Performing Arts

Sessions in either in class or in the Performing Arts room allow the opportunity to explore a wide variety of stimuli and sensory props alongside action songs with music linking to our termly topic.

Sensory Integration

Sensory integration is a set of physical activities that help a child with sensory processing difficulties. These are tailored to each pupil and take place in class, in the S.I. rooms or around the school. These activities help a child become focused and ready to learn.

Choosing time

Having your day filled with an adult led agenda can often be too much. We schedule in regular choosing times so the students get time to meet their needs in their own way. Our choosing boards are always full of motivating toys and sensory based activities too.

Art

We engage in weekly Art sessions to allow the pupils to be as creative and imaginative as possible. These are often sensory art sessions and offer the pupils chance to explore next textures.

Playground

We spend lots of time outside both in the playground and in our garden areas. We have lots of equipment in the playground such as swings, zip wire and trampoline. In our garden areas we have trampoline and tuff trays with sensory activities related to topics. We have an outside gym which our older pupils can access and sensory garden which I fenced off within the playground which is full of a range of sensory equipment.

Soft play

We have regular access to soft play. This helps our students to learn vital play and communication skills whilst meeting their sensory needs by climbing, jumping, hiding and playing in the ball pit. One soft play room has lights and music to make it a full sensory experience.