



Pier Strand Curriculum



CURRICULUM INTENT

A bespoke curriculum for learners with Profound and Multiple Learning Disabilities (PMLD) and Physical Neurological Impairments (PNI)

Our young people are at the heart of everything we do. We recognise each young person is unique. We want them to learn to be strong and independent through positive relationships. We want each young person to have a sense of belonging and active participation in their life and education. We want to provide exceptional education and care through enabling environments so that each young person can make progress towards fulfilment.

We see it as our fundamental job, to find the very best interventions and teaching techniques for each learner, through researching what is best practice in the wonderful work in the SEND community, but even more importantly, through knowing our learners as best as we can. 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, which works.

At the heart of our approach is the recognition that learning and development across all areas are underpinned by our understanding of engagement - the way each individual engages with other people, activities, their environment and any stimuli. We seek to nurture life-long learners who, rather than just being recipients of support, are motivated, inquisitive and active participants in their unique curriculum.

We do recognise the need for a 'broad and balanced curriculum' and this will mean different things for different pupils. We do 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 take 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!



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 firmly believe in a spirals curriculum, where learners will repeat activities to embed and further develop those skills at a functional age related level. We aim to develop the following skills to help our learners progress throughout the school.



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:



LEARNER ENGAGEMENT

Learning can occur only when there is meaningful engagement. The process of engagement is a journey which connects a child and their environment (including people, ideas, materials and concepts) to enable learning and achievement.

Learners within Pier Strand are assessed against the DFE's Engagement Model along with other assessment strategies. Engagement is the single best predictor of successful learning for children with learning disabilities (Iovannone et al., 2003). Without engagement, there is no deep learning (Hargreaves, 2006), effective teaching, meaningful outcome, real attainment or quality progress (Carpenter, 2010).

Exploration

This shows whether a pupil can build on their initial reaction to a new stimulus or activity; for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it. Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments; for example, a different time of day, a different place or with different people. Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.

Realisation

This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The pupil will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'. Realisation becomes more established when the pupil uses the newly developed skills or knowledge in new ways and in different contexts or environments. This is important as it can keep the pupil excited in their education and prevents an activity from becoming routine.



Anticipation

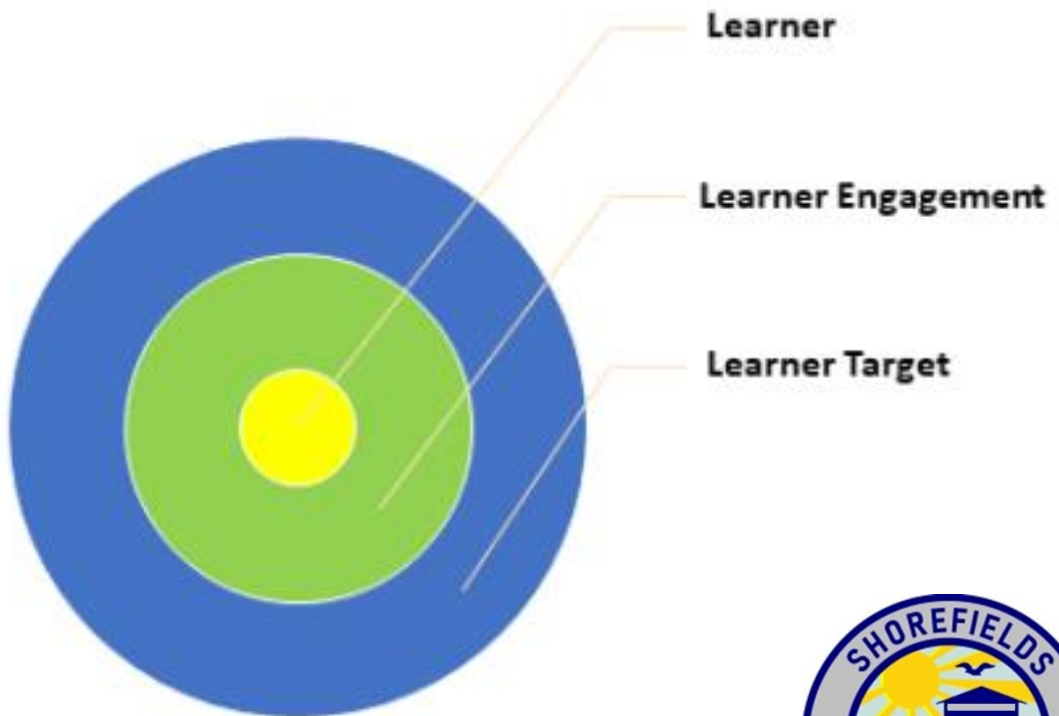
This shows how much the pupil predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see). Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced. Anticipation is important in measuring the pupil's understanding of cause and effect; for example if they do this, then something will happen. This prepares the brain and helps with the pupil's memory and sequencing

Persistence

This shows whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it. Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as changes in their gaze, posture and hand movement. Persistence is important so that the pupil maintains an activity long enough to develop, reinforce, and apply their skills or knowledge so they can achieve their desired outcome.

Initiation

This shows how much, and the different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome. The pupil will act spontaneously and independently during a familiar activity without waiting for direction. Initiation becomes more established when the pupil shows they understand how to create an impact on their environment in order to achieve a desired outcome. Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progression.



THE 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, multi-professional views, it also links closely to the engagement model assessment strategies used within school.

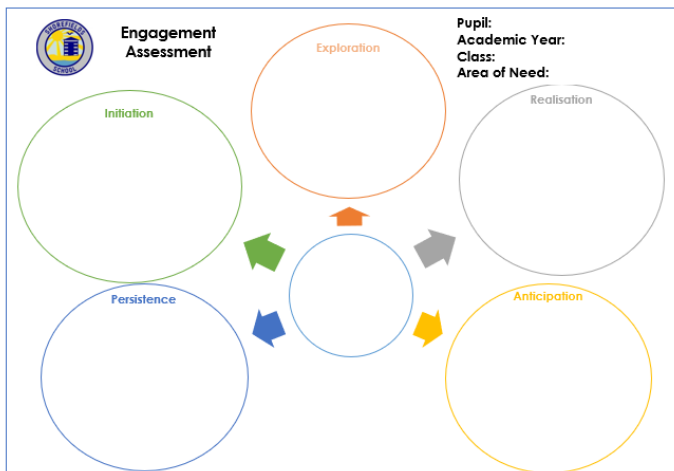


To develop his communication skills.

Makes his own choices known.

Ben will indicate his preferred choice (from two) through eye pointing

During music Ben consistently focussed his gaze at the tambourine for a sustained period of time when given a choice between two instruments.



Throughout the term, responses to the engagement model assessment will be noted on the recording sheet linking to their termly 'next step'. The levels of engagement will then be used to input progress onto the grid, decide upon next steps and measure the progress within the term.

Progress is measured within the EHCP progress grid using the following system:

No progress:



Some progress:





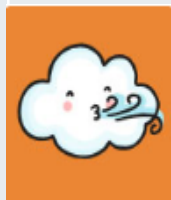




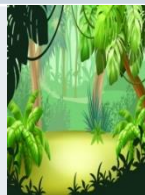


Achieved step:



Exceeded step:



PIER STRAND TOPICS

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
YEAR 1 2021-2022		All About Me: My Senses		Out Of Space		Life Out At Sea
YEAR 2 2022-2023		All About Me: Towns & Cities		Transport& People Who Help Us		Whatever The Weather
YEAR 3 2023-2024		All About Me: Friends & Family		Once Upon A Time...		Songs/ Rhymes & Rhythms
YEAR 4 2024-2025		All About Me: Around The World		Colour		Out In The Jungle
YEAR 5 2025-2026		All About Me: Staying Healthy & Active		Animals		The Circus Is In Town

Additional Themes Throughout The Year

	Fantastic Festivals
	Enrichment Opportunities
	Maths Experience



Communication & Interaction in Pier Strand looks like...



Intensive Interaction

Intensive Interaction develops early interaction skills and enjoyment of interaction.

Attention Bucket

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

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.

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.

AAC

Alternative augmentative communication A wide range of tools that support and teach communication. Including: communication books, photos and symbols, PECS, eye gaze, communication boards and books, talking switches, talking books, iPads, gestures, signing, symbols, body language, eye-pointing, facial expressions, vocalisations. These can be used in all activities.

Circle Time

Circle time is planned at specific and routine times of the day, typically at the start of the morning and afternoon and at the end of the day. It allows the pupils to orientate and greet those in the room. It focuses people to where they are and what they will be doing. It is a time for social communication.

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.



Cognition & Learning looks like within Pier Strand...



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.

Music Therapy

Music Therapy is a process through which individuals can express themselves, become aware of their feelings and interact more easily. Through making music with the therapist, a range of benefits may be achieved.

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.

Cookery

The aim within cookery is to develop sensory exploration and gradually introduce new skills. Throughout the session learners will have the opportunity to smell and explore different ingredients.

Maths Experience

Learners are frequently offered Maths experiences as part of the routine week. These are often embedded throughout our termly topics.

Careers Related Learning

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

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.

Sensory Woodwork

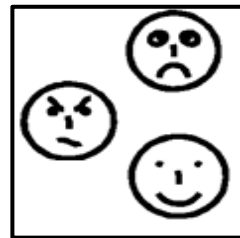
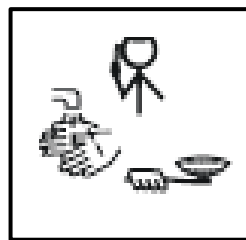
As learners progress through the strand some students show an interest and are offered an experience of sensory woodwork. This enables them to feel and experience different environments.

Fantastic Festivals

Festivals are a key part of our learning and students will have the opportunity to experience how different festivals are celebrated in a truly sensory way.



Self-Help & Social Emotional in Pier Strand looks like...



ILS

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

For learners across the strand, where relevant we develop basic physical skills. Dressing, eating, looking after belongings, personal care and Independent transition (between rooms, to the bus, etc).

Developing Independent Skills

We will carefully link our curriculum to develop as many independent skills as possible.

Visual Support

Pupils use visual timetables and audio cues as well as symbols to support their daily learning.

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.

Environmental Controls

Throughout the curriculum many learners will be developing and exploring cause and effect environmental controls. These could include activating a disco light, cookery blender, radio using switches. For learners with AAC eye gaze devices, we will work hard to bespoke the curriculum to use high tech eye gaze environmental controls, to control the environment or make independent film choices using accessible software such as YouTube and Netflix.

Eating

We will encourage learners where possible and support learners to be as independent as possible during meal times.



Physical & Sensory in Pier Strand looks like...



Fine Motor Skills

Skills practised in class through activities and games: threading, lacing, cutting, placing, pasting, mark making, colouring, finger tracing (e.g.: in sand, paint, foam), finger rhymes, finding objects in sand, messy play

Performing Arts

Weekly session 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.

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.

Hydrotherapy

Hydrotherapy is available to many pupils to enhance their physio programme. It is a great experience with mood and sensory lighting.

Rebound Therapy

Rebound therapy describes a specific methodology, assessment and programme of use of trampolines to provide opportunities for enhanced movement patterns, therapeutic positioning, exercise and recreation for a wide range of users with additional needs. The principles of Rebound Therapy form the basis of all gymnastic movement and are therefore a logical and advisable starting point for trampoline coach training – even for those who have no intention of teaching people with disabilities.

Art

We engage in weekly Art sessions to allow the pupils to be as creative and imaginative as possible.

Physiotherapy/ Occupational Therapy

Learners have a bespoke therapy plan produced by external health professionals. School staff have training to support daily therapy sessions. Many learners have a range of therapy equipment including standing frames, achieveva's and walkers.

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 settled and ready to learn.

