

# Ickburgh School

# Curriculum Pathways



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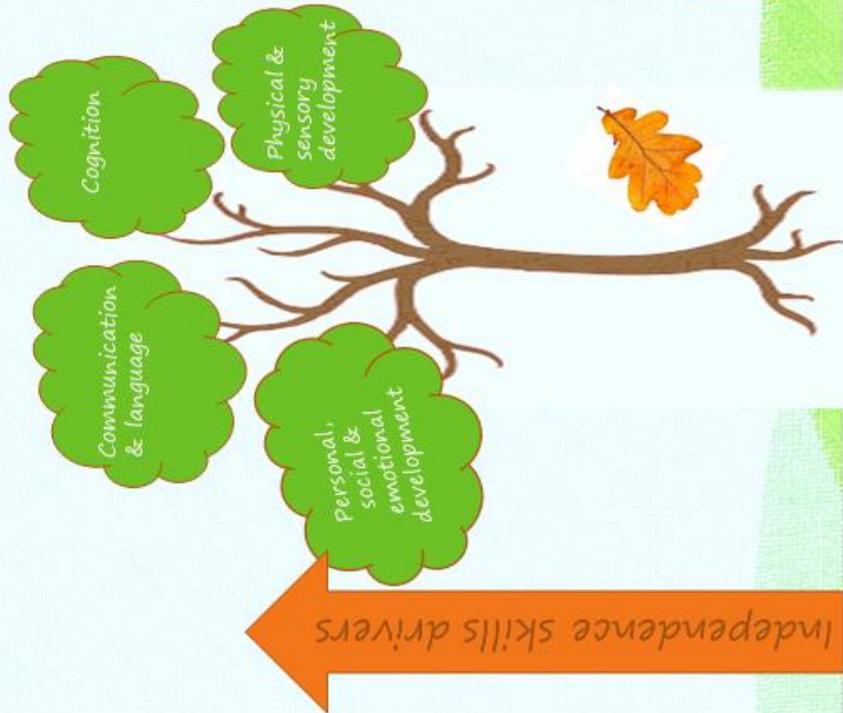
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# Ickburgh School – learning through discovery



Pathway

Active Learners

Early Skills Learners

Sensory Learners

Curriculum

Formal  
Communication & language skills,  
thinking skills, Physical, Personal,  
and creative learning and  
movement / Functional skills  
P4-8 and above

Semi Formal  
Communication & language skills,  
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Pre formal  
early Communication, PSED, Cognition &  
Physical & sensory Development, MSI  
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tools

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ASDAN/ Personalised  
goals

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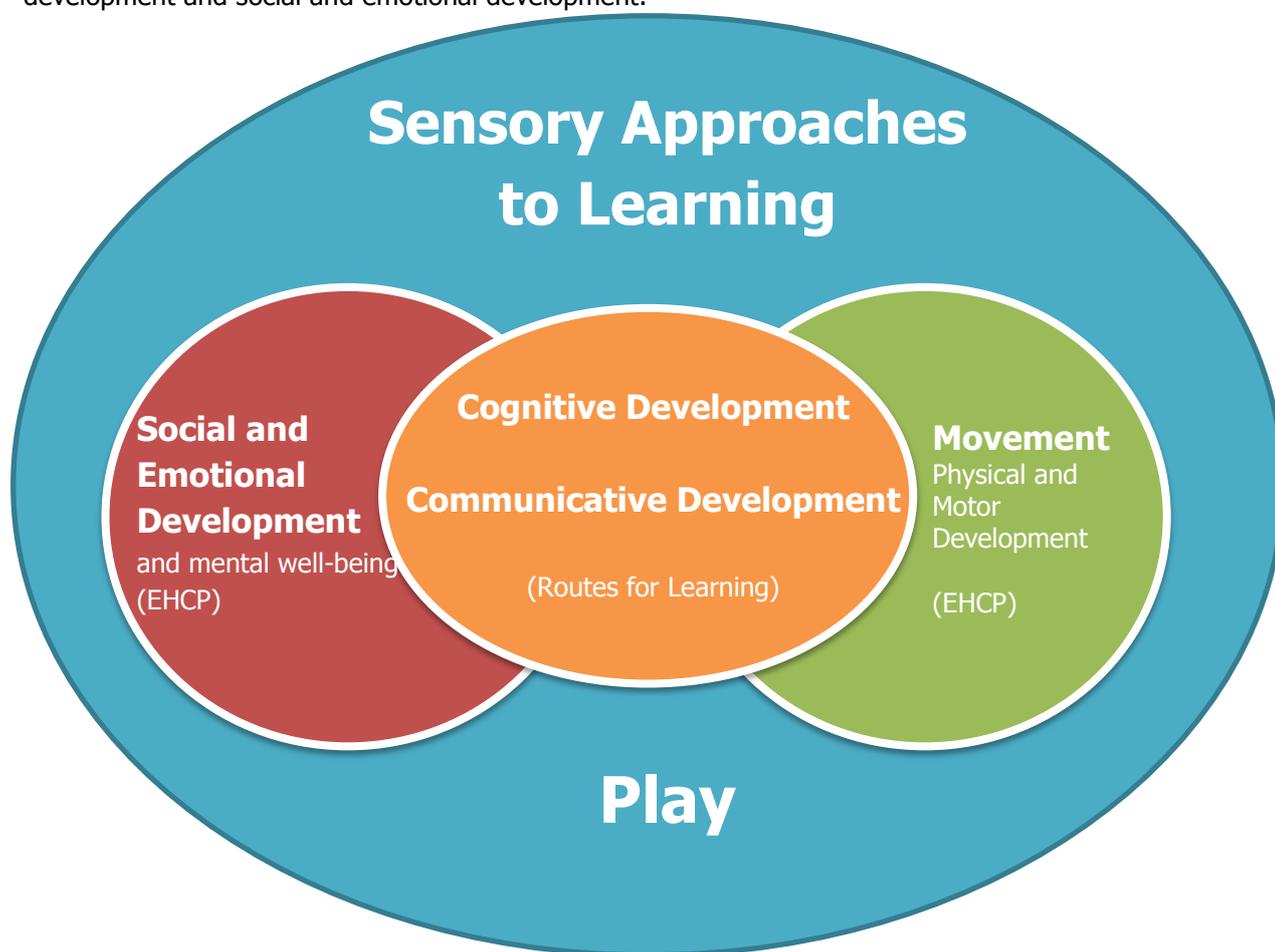
**Sensory Learners @ Ickburgh**  
**CURRICULUM STATEMENT**  
**A personalised curriculum for learning**

**OUR SENSORY LEARNERS**

**Our sensory learners** are unique individuals with remarkable abilities and huge potential. They experience the World in the 'here and now', and understand the world through a structured and recognisable day. Our aim is to provide an enabling learning environment that gives them the best possible opportunity to explore what they *can* do in preparation for a meaningful life in and beyond school. Our sensory learners rely on facial expressions, vocal sounds, body language and exhibit a range of unconventional behaviours to communicate. Some of our sensory learners may use a small range of formal communication; others may not have reached the stage of using intentional communication.

**KEY AREAS OF LEARNING**

**Our Sensory Learners' Curriculum** is based around a framework that appeals to their sensory interests and playful nature, and incorporates opportunities for communicative development, cognitive development, physical and motor development and social and emotional development.



The Sensory Learner's Curriculum is summarised in the table below:

Personalised Areas of Learning		
Subject area	Routes for Learning	Educational and Health Care Plans
Thinking skills	Cognition and Milestones	Cognition
Communication Skills	Communication and Milestones	Communication and Interaction
Personal Skills (including RSE)	Cognition, Communication and Milestones	Social, Emotional and Mental Health, Employment / Skills for Work, Community Inclusion, Independent Living, Physical, Sensory and Health
Physical Skills		
Creative Skills		
Play and Leisure		
RE		

The personalised timetable below gives an example of how the different areas of learning are balanced in practice.

	9	9.15	10.10	11	11.15	12.10	12.40	1.10	3-3.25			
Monday Tuesday Wednesday Thursday Friday	Registration Start of Day	Personalised Learning		Personal Skills: <b>Snack / Leisure</b>	Personalised Learning		Leisure	Personalised Learning		Assembly End of Day Routine		
		<p><i>standing / walking, sensory story, Tacpac</i>  <b>Communication</b> - develop behaviours to obtain more.  <b>Mobility</b> - 'active standing' / walking activities.</p>			<p><i>switch work, sensory trays</i>  <b>Cognition</b> - anticipate and predict what is happening next.  <b>Cognition</b> - explore dry/clingy, wet and wet/clingy items.</p>			<p><i>oral hygiene, sensory massage, upper limb function</i>  <b>Cognition</b> - locate and grasp an object.  <b>Social</b> - attract the attention of an adult.  <b>Emotional and behaviour</b> - emotional and behaviour skills.</p>				
		Personalised Learning			Personalised Learning			Personalised Learning				
		<p>0930-1000  <b>MILE Room</b>  <b>Sensory</b> - track lights and other items.</p>			<p><i>Tacpac</i>  <b>Communication</b> - develop behaviours to obtain more of something.</p>			<p>Creative Skills: Music  <i>interesting sounds</i>  <b>Communication</b> - develop behaviours to obtain more of something.  <b>Sensory</b> - consistently track sound.  <b>Social</b> - attract the attention of an adult.</p>			<p><i>standing / walking, oral hygiene, sensory play</i>  <b>Communication</b> - develop behaviours to obtain more of something.  <b>Cognition</b> - anticipate and predict what is happening next.  <b>Mobility</b> - 'active standing' / walking activities.</p>	
		Personalised Learning			Personalised Learning			Personalised Learning			Personalised Learning	
		<p><i>standing, sensory trays</i>  <b>Mobility</b> - 'active standing' activities.  <b>Cognition</b> - explore dry/clingy, wet and wet/clingy items.</p>		<p><i>switch work</i>  <b>Communication</b> - develop behaviours to obtain more of something.  <b>Cognition</b> - anticipate and predict what is happening next.</p>		<p><i>oral hygiene, Tacpac, upper limb function</i>  <b>Communication</b> - develop recognisable behaviours to obtain more.  <b>Social</b> - attract attention of an adult.  <b>Cognition</b> - locate and grasp an object placed in a SENSE texture tray.</p>						
		<p>RE  <i>sensory cooking</i>  <b>Cognition</b> - explore dry/clingy, wet and wet/clingy items from the SENSE texture hierarchy.</p>		<p>SRE  <i>communication</i>  <b>Communication</b> - develop behaviours to obtain more of something with minimal verbal prompts.  <b>Emotional and behaviour</b> - develop emotional and behaviour skills.</p>		<p>Thinking Skills  <i>oral hygiene, sensory play</i>  <b>Sensory</b> - consistently track lights and other items.  <b>Communication</b> - develop recognisable/consistent behaviours to obtain more of something with minimal verbal prompts.  <b>Social</b> - consistently attract the attention of an adult.</p>						
		<p>Physical Skills: PE  <i>standing, movement</i>  <b>Mobility</b> - engage in 'active standing' and 'active lying' activities.  <b>Social</b> - consistently attract the attention of an adult.</p>		<p>Communication Skills: Story  <b>Communication</b> - develop recognisable/consistent behaviours to obtain more of something with minimal verbal prompts.  <b>Cognition</b> - anticipate and predict what is happening next, giving a sense of independence and control.</p>		<p>Personalised Learning</p> <p><i>oral hygiene, sensory story, the messier the better</i>  <b>Communication</b> - develop behaviours to obtain more of something with minimal verbal prompts.  <b>Cognition</b> - anticipate and predict what is happening next, giving a sense of independence and control.  <b>Sensory</b> - track lights and other items.  <b>Social</b> - consistently attract the attention of an adult.  <b>Emotional and behaviour</b> - develop emotional and behaviour skills.</p>						

## APPROACHES AND STRATEGIES

**The Sensory Learners Department makes use of a range of approaches and strategies**, with class teams taking a personalised approach to support learners to make progress and maintain skills.

- *Sensory Learners @ Ickburgh*: a customised song book used to develop our learners' memory, and anticipation of events and activities.
- Objects of Reference: items that represent events and activities that provide our learners with concrete cues about what is happening next.
- Canaan Barrie on-body Signing: an interactive touch and movement signing system used to communicate and build trust with our learners.
- Adult Child Interaction: an approach to interaction that acknowledges that it takes more than words to communicate, and promoting our learners' 'voice' and 'choice'.
- Intensive Interaction: an approach designed to help our learners enjoy being with other people, and to relate, interact, and practice communication routines.
- Switch Communication: the use of single and multiple message devices to structure conversations and develop understanding of cause and effect.
- MiLE (Multisensory Interactive Learning Environments): opportunities for our learners to explore their immediate surroundings, develop preferences and a sense of autonomy.
- Movement: learning occurs naturally through movement; such as aqua sessions, rebound therapy or physical movement activities in the classroom such as assisted walking.

## THEMATIC APPROACH

**To provide a breadth of experience our sensory learners access activities that are adapted each term** in line with our rolling programme of themes. These themes are set out below:

Early Years and Primary Age Phase				
Year and Date		Autumn Term	Spring Term	Summer Term
A	2020-2021	All about Me	My Environment	Seaside
B	2021-2022	Light	Plants	Transport
C	2022-2023	Asia	My relationships	Countryside
D	2017-2018	Music	Rocks fossils and dinosaurs	Space
E	2018-2019	Africa	Weather	Animals and birds
F	2019-2020	America	Materials	Towns

Secondary Age Phase				
Year and Date		Autumn Term	Spring Term	Summer Term
A	2020-2021	This is Me	I live in Hackney	Coasts
B	2021-2022	Electricity	Plants	Movement
C	2022-2023	Asia	Health	Russia
D	2017-2018	WW2	A long Time Ago	Space
E	2018-2019	Africa	Weather	Tudors & Stuarts
F	2019-2020	The Middle East	Sorting	Towns

## ASSESSMENT AND MONITORING

**Ongoing continuous and rigorous assessment is at the heart of our pre-formal curriculum** as it:

- Enables us to be certain about the appropriateness of the personalised curriculum we aim to provide for each learner.
- Informs our teaching and interventions.
- Ensures that progress, and maintenance of skills, remains embedded in our learners' daily experiences.

The key tool in assessing our learners' progress is Routes for Learning.

Routes for Learning describes 43 possible steps in which learners may or may not pass through in their developmental journey.

To further support this assessment process the school has developed its own Routes for Learning and Engagement for Learning Assessment Framework (RfL+E4L) in acknowledgment of the value we place on all of our learners' achievements and success. See following matrix:

**Ickburgh School Routes for Learning and Engagement for Learning Assessment Framework (RfL+E4L)**



**Sensory Learners @ Ickburgh**  
**Routes for Learning**  
**Assessment Framework**

**Engagement for Learning**

	<b>Engagement for Learning</b>				
	<b>Opportunity offered</b> 20%	<b>Acquisition</b> 40%	<b>Developing fluency</b> 60%	<b>Consolidation</b> 80%	<b>Generalisation</b> 100%
	<b>Unresponsive</b> Not responsive to stimuli offered, including touch, sound, movement, smell, light	<b>Responsiveness</b> Shows awareness, acknowledgment or recognition	<b>Curiosity</b> The need, thirst or desire to explore, know about, learn or make a connection with  <b>Discovery</b> 'Light bulb moment' demonstrates realisation, surprise or excitement, etc., at new application of previous learning	<b>Anticipation</b> Shows expectancy or prediction as a result of previous knowledge, experience or skill  <b>Persistence</b> 'Sticking with it' continued effort (may be in short bursts), perseverance, determination, refusing to give up or let go	<b>Initiation</b> A self-directed request or indication which expresses an intention, want or need  <b>Investigation</b> Actively trying to find out more within or about an activity or experience
1. Notices stimuli					
2. Reacts to close contact with familiar adult					
3. Responds to very obvious stimuli					
4. Demonstrates brief memory for previously presented stimuli					
5. Responds to familiar voice or other personal identifier					
6. Responds to range of stimuli					
7. Supported 1:1 turn taking with adult					
8. Responds to own name					
9. Responds consistently to one stimulus					
10. Briefly follows moving stimulus					
11. Shows behaviour which can be interpreted as rejection to some stimuli					
12. Responds differently to different stimuli					
13. Terminates interaction with adult					
14. Anticipates repetitively presented stimuli					
15. Objects to termination of stimuli					
16. Aided exploration of the environment					
17. Anticipates within social routines					
18. Redirects attention to second object					
19. Random activities cause effect					
20. Looks briefly after disappearing object					
21. Action on reactive environment					
22. Communicates 'more'					
23. Contingency responding					
24. Purposeful action on everyday environment					
25. Changes behaviour in response to interesting event nearby					
26. Contingency awareness					
27. Intentional exploration of the environment					
28. Communicates 'more' / 'no more' through two different consistent actions					
29. 'Looks' backwards / forwards between two objects (knows two objects are present)					
30. Perseveres by repeating action for reward in social game					
31. Repeats action when first attempt unsuccessful					
32. Attracts attention					
33. Initiates social game					
34. Object permanence					
35. Does two different actions in sequence to get reward					
36. Selects from two or more items					
37. Communicates choice to attentive adult					
38. Modifies action when repeating action does not work					
39. Deliberately gains attention of another person to satisfy need					
40. Shared attention					
41. Expresses preference for items not present via symbolic needs					
42. Early problem solving – tries new strategy when old one fails					
43. Initiates action to achieve desired result (exercising autonomy in variety of contexts)					

	<b>Communication</b>
	<b>Cognition</b>
	<b>Milestones</b>

## Connecting Learners @ Ickburgh CURRICULUM STATEMENT A personalised curriculum for learning

### OUR EARLY SKILLS LEARNERS

**Our Connecting Learners** Ickburgh School provides an education for pupils aged from three to nineteen with severe and profound communication difficulties, as well as severe learning difficulties. Some of these learners may have a diagnosis of Autism. These learners are developing their 'connecting' skills in preparation for a purposeful life beyond school, with as high a degree of independence as possible.

### KEY AREAS OF LEARNING

**Our Connecting Learners' Curriculum** is based around a framework of the following key areas of learning:

- **Social communication** - Expressive communication; Listening and understanding; Conversations
- **Social interaction** - Being with others; Positive Relationships (adults); Positive relationships and friendships (peers); Group activities
- **Social imagination and Flexibility** - Coping with change; Transitions; Special Interests; Play; Problem solving and thinking skills
- **Sensory processing** - Understanding and expressing own sensory needs; Responding to interventions; Increasing tolerance of sensory input; Managing own sensory needs
- **Emotional understanding and self-awareness** - Understanding and expressing own emotions; Managing emotions and behaviour; Understanding others' emotions / intentions; Self- awareness; Developing confidence and self-esteem
- **Learning** - Organisation and independent learning; Motivation and engagement; School routines and expectations; Evaluating own learning
- **Independence and community participation** - Independent living; Road safety and travel; Personal safety; Keeping healthy; Personal care; Leisure

These correspond with the following curriculum areas:

<b>Subject area</b>	<b>Key areas of learning</b>
Communication Skills	Social communication Social interaction Social imagination and Flexibility Emotional understanding and self-awareness
Thinking skills: Literacy	Social communication Learning Independence and community participation
Thinking skills: Numeracy	Learning Independence and community participation
Thinking skills: Science	Learning Sensory processing
Physical skills	Sensory processing Social imagination and Flexibility
Personal skills	Social communication Social interaction Social imagination and Flexibility Emotional understanding and self-awareness Independence and community participation
Creative skills: Art	Emotional understanding and self-awareness
Creative skills: Music	Emotional understanding and self-awareness
RE	Emotional understanding and self-awareness Independence and community participation

The school strikes a careful balance between the pupils' academic development, their life and independence skills, their individual priorities and their statutory rights in terms of a breadth of experience.

The personalised timetable below gives an example of how the different areas of learning are balanced in practice.

	9.00	9.15	10.10	11	11.15	12.10	12.40	1.10	2	3.00-3.15
Monday	Registration	Personal Skills	Communication Skills	Personal skills: Snack / break	RE	Break	Lunch / Personal skills	Thinking Skills: Numeracy	Thinking Skills:	Class Assembly
Tuesday	Registration	Personal Skills	Communication Skills	Personal skills: Snack / break	Thinking Skills:	Break	Lunch / Personal skills	Physical Skills: PE		Class Assembly
Wednesday	Registration	Personal Skills	Swimming			Break	Lunch / Personal skills	Personal Skills: Food technology		Class Assembly
			Communication Skills	Personal skills: Snack / break	Thinking Skills:					
Thursday	Registration	Personal Skills	Communication Skills	Personal skills: Snack / break	Thinking Skills:	Break	Lunch / Personal skills	Creative Skills: Music	Creative Skills: Art	Class Assembly
Friday	Registration	Personal Skills	Communication Skills	Personal skills: Snack / break	Thinking Skills:	Break	Lunch / Personal skills	Physical skills	Personal skills	Department Assembly

## APPROACHES AND STRATEGIES

**The Connecting Learners Department makes use of a range of approaches and strategies**, with class teams taking a personalised approach to support learners or groups of learners.

To promote communication and understanding, we make use of Alternative (for those who can't or can't yet speak) and Augmentative (to help those who have difficulties with speech) Communication. Strategies include:

- Picture Exchange Communication Systems (where images are given to make requests for real items)
- Objects of Reference (items to represent of subjects or areas of the school, e.g. a wooden spoon for Food Technology)
- Now and Next boards (showing with images what is happening now and what is going to happen next)
- Visual timetables (images accompanying words to show the pupil's day or part of their day)
- Core Boards (with key symbols and words to which pupils can point to make themselves understood)
- High-tech devices (including tablets)
- Makaton (signing to work instead of or alongside speech)
- TEACCH - an evidence-based academic programme that is based on the idea that autistic individuals are visual learners, so teachers must correspondingly adapt their teaching style and intervention strategies.

We make use of songs to help represent the start and end of activities and transitions between activities.

## THEMATIC APPROACH

**To provide an enriching and far-reaching experience, Connecting Learners in the Primary and Secondary departments** work through themes in a cross-curricular approach. These themes are set out below:

### *Early Years and Primary Age Phase*

Year /next occurrence / Term		Autumn Term	Spring Term	Summer Term
A	2020-2021	All about Me	My Environment	Seaside
B	2021-2022	Light	Plants	Transport
C	2022-2023	Asia	My relationships	Countryside
D	2017-18	Music	Rocks fossils and dinosaurs	Space
E	2018-19	Africa	Weather	Animals and birds
F	2019-2020	America	Materials	Towns

### *Secondary Age Phase*

Year / first occurrence / Term		Autumn Term	Spring Term	Summer Term
A	2020-2021	This is Me	I live in Hackney	Coasts
B	2021-2022	Electricity	Plants	Movement
C	2022-2023	Asia	Health	Russia
D	2017-18	WW2	A long Time Ago	Space
E	2018-19	Africa	Weather	Tudors & Stuarts
F	2019-2020	The Middle East	Sorting	Towns

**Targeted assessment underpins our semi-formal curriculum.** It:

- Enables us to be certain about the appropriateness of the personalised curriculum we aim to provide for each learner.
- Informs our teaching and interventions.
- Ensures that progress, and acquisition of skills, remains embedded in our learners' daily experiences.

The key tool in assessing our learners' progress is the AET Assessment Framework, developed in response to the **Final Report of the Commission on Assessment without Levels** (2015) which stated that '*Schools should consider meaningful ways of measuring all aspects of progress including communication, social skills, physical development and independence. Assessment should reflect the extent to which a pupil can apply their learning in a wider range of contexts and enable teachers to determine what they need to do to ensure that the intervention and support provided enable children to progress in all areas of their learning and development*'.

Our Connecting learners are assessed against the seven areas of learning and development highlighted earlier in the document. Teachers use this assessment information to identify 'what is important' for an individual and to inform personalised learning programmes.

**Active Learners @ Ickburgh**  
**CURRICULUM STATEMENT**  
**A personalised curriculum for learning**

**OUR ACTIVE LEARNERS**

**Our Active Learners** Ickburgh School provides an education for pupils aged from three to nineteen with severe learning difficulties. We do not want to define these young people by their disability, so we call the department in which they learn 'Active Learners'. This name describes both their strength in 'learning by doing', and our commitment that their experiences at the school will be strongly practical and hands-on.

**KEY AREAS OF LEARNING**

**Our Active Learners' curriculum is built around the four Pathways to Independence areas** set out in the pupils' Education Health and Care Plans. The main links to their subject areas are below, although there is overlap between the different areas.

**Primary**

<b>Subject</b>	<b>Pathways to Independence area</b>
Communication Skills	Communication and Interaction
Thinking skills: Literacy	Thinking and Learning Communication and Interaction
Thinking skills: Numeracy	Thinking and Learning
Thinking skills: Science	Thinking and Learning Sensory and/or Physical
Physical skills	Sensory and/or Physical
Personal skills	Communication and Interaction Social, Emotional and Mental Health
Creative skills: Art	Social, Emotional and Mental Health
Creative skills: Music	Social, Emotional and Mental Health
RE	Social, Emotional and Mental Health

The school strikes a careful balance between the pupils' academic development, their life and independence skills, their individual priorities and their statutory rights in terms of a breadth of experience.

**Secondary**

This is equally true in at Secondary level, where the pupils' timetables take on a more formal aspect and include the following subject areas:

<b>Subject</b>	<b>Pathways to Independence areas</b>	<b>Pathways to Independence areas Year 9 onwards</b>
Literacy	Thinking and Learning Communication and Interaction	Employment, Training and Skills for Work Independence/Independent Living Community Inclusion
Numeracy	Thinking and Learning	Employment, Training and Skills for Work Independence/Independent Living Community Inclusion
Science	Thinking and Learning Sensory and/or Physical	Employment, Training and Skills for Work Health
Food Technology	Sensory and/or Physical	Employment, Training and Skills for Work Independence/Independent Living Health
History/Geography	Thinking and Learning	Community Inclusion
Computing	Thinking and Learning	Employment, Training and Skills for Work Independence/Independent Living
PE and Swimming	Sensory and/or Physical	Health
Design and	Thinking and Learning	Employment, Training and Skills for Work

Technology		Independence/Independent Living
PHSE	Communication and Interaction Social Emotional and Mental Health	Independence/Independent Living Community Inclusion Health
Creative skills: Art	Social Emotional and Mental Health	Community Inclusion
Creative skills: Music	Social, Emotional and Mental Health	Community Inclusion
RE	Social, Emotional and Mental Health	Community Inclusion

These pupils have been prepared through the Primary Department to respond to more conventional subject areas. A number will have transferred from mainstream primary schools, and we have a duty to ensure they continue their progress in Literacy, Numeracy and Science.

On the following pages are examples of how the different subject areas are balanced in practice.

**Primary**

	9.00	9.15	10	10.45	11	11.55	12.40	1.10	2	3.00-3.15	
Monday	Registration	Personal Skills	Communication skills	Personal skills: Snack / break	Physical Skills: PE		Lunch / Personal skills	Break	Creative Skills: Art	RE	Class Assembly
Tuesday	Registration	Personal Skills	Communication skills	Personal skills: Snack / break	Thinking skills	Physical skills	Lunch / Personal skills	Break	Personal Skills: Play		Class Assembly
Wednesday	Registration	Personal Skills	Communication skills	Personal skills: Snack / break	Thinking skills	Physical skills	Lunch / Personal skills	Break	Thinking skills	Creative Skills: Music	Class Assembly
Thursday	Registration	Personal Skills	Communication skills	Personal skills: Snack / break	Thinking skills	Physical skills	Lunch / Personal skills	Break	Personal Skills: Play		Class Assembly
Friday	Registration	Personal Skills	Communication skills	Personal skills: Snack / break	Thinking skills	Physical skills	Lunch / Personal skills	Break	Thinking skills	Personal Skills	Primary Department Assembly

**Secondary**

	9.00	9.15	10.10	11	11.15	12.10	12.40	1.10	2	3.00-3.15
Monday	Registration	Literacy	Numeracy	Personal skills: Snack / break	Science	Break	Lunch / Personal skills	PHSE	Work Related Learning	Class Assembly
Tuesday	Registration	Literacy	Numeracy	Personal skills: Snack / break	History / geography	Break	Lunch / Personal skills	Music	Art	Class Assembly
Wednesday	Registration	Literacy	Swimming			Break	Lunch / Personal skills	PE	Computing	Class Assembly
			Numeracy	Personal skills: Snack / break	PHSE					
Thursday	Registration	Literacy	Numeracy	Personal skills: Snack / break	Science	Break	Lunch / Personal skills	RE	PE	Class Assembly
Friday	Registration	Literacy	Numeracy	Personal skills: Snack / break	D&T	Break	Lunch / Personal skills	Food technology		Secondary Department Assembly

## APPROACHES AND STRATEGIES

**The Active Learners Department makes use of a range of approaches and strategies**, with class teams taking a personalised approach to support learners or groups of learners.

To promote communication and understanding, we make use of Alternative (for those who can't or can't yet speak) and Augmentative (to help those who have difficulties with speech) Communication. Strategies within the department include:

- Picture Exchange Communication Systems (where images are given to make requests for real items)
- Objects of Reference (items to represent of subjects or areas of the school, e.g. a wooden spoon for Food Technology)
- Now and Next boards (showing with images what is happening now and what is going to happen next)
- Visual timetables (images accompanying words to show the pupil's day or part of their day)
- Core Boards (with key symbols and words to which pupils can point to make themselves understood)
- High-tech devices (including tablets)
- Makaton (signing to work instead of or alongside speech)

At Primary Level we make use of songs to help represent the start and end of activities and transitions between activities.

To develop literacy skills, pupils:

- Take part in Daily Supported Reading to help develop their reading skills
- Use Letters and Sounds to develop their phonics skills

To develop numeracy skills, pupils:

- Use Numicon, a physical resource to develop understanding of number
- Concrete objects to understand Geometry
- Practical activities to work on Measurement skills

## THEMATIC APPROACHES

**To provide an enriching and far-reaching experience**, Active Learners in the Primary and Secondary departments work through themes in a cross-curricular approach. These themes are set out below:

### *Early Years and Primary Age Phase*

Year /next occurrence / Term		Autumn Term	Spring Term	Summer Term
A	2020-2021	All about Me	My Environment	Seaside
B	2021-2022	Light	Plants	Transport
C	2022-2023	Asia	My relationships	Countryside
D	2017-18	Music	Rocks fossils and dinosaurs	Space
E	2018-19	Africa	Weather	Animals and birds
F	2019-2020	America	Materials	Towns

### *Secondary Age Phase*

Year / first occurrence / Term		Autumn Term	Spring Term	Summer Term
A	2020-2021	This is Me	I live in Hackney	Coasts
B	2021-2022	Electricity	Plants	Movement
C	2022-2023	Asia	Health	Russia
D	2017-18	WW2	A long Time Ago	Space
E	2018-19	Africa	Weather	Tudors & Stuarts
F	2019-2020	The Middle East	Sorting	Towns

## ASSESSMENT AND MONITORING (INCLUDING PATHWAYS TO INDEPENDENCE)

**To support with teachers' planning for incremental progress in Thinking Skills**, we use Connecting Steps. This breaks down National Curriculum levels and Pre-National Curriculum levels into clear and specific criteria (e.g. "Names several characters in a story"). We set challenging targets based on pupils' starting points and prior achievements, attempting to buck national trends for young people with severe learning disabilities (please see Active Learners-Progress Expectations document). Teachers are also continually targeting, collecting evidence against, and reviewing the personalised outcomes of pupils' Educational Health and Care Plans. These are prioritised across the timetable, including breaktimes.

Physical records of pupils' Literacy and Numeracy progress are kept in folders or workbooks. For learning which is less easily captured on paper, we make use of the Earwig App, which allows us to tag and annotate photos and videos, and make assessments based on this evidence.

**PLAY**

At Early Years and Primary Level, across the three pathways, pupils have two afternoons of play. We are supporting their progress along the stages below, with benefits for their communication and social skills, as well as their skills for learning. This continues at Secondary Level during breaktimes.

Cognition	Stage of Play	Communication
	<b>Unoccupied Play</b> Children seem to be making random movements with no clear purpose; but this is the initial form of playing	
	<b>Sensorimotor Solitary Play</b> Activities provide sensory feedback, how things taste, feel, sound, smell, not only shakes a rattle but sucks it, feels it	
Plays with 1 stimulus / object / material / 'toy' Plays with a range of stimuli / object / material / 'toys' Engages with similar stimuli / object / material / 'toy' Engages with different stimuli / object / material / 'toy'	<b>Engages in Solitary Play</b>	Engages in play for brief periods of time Engages in play for sustained periods Engages in play for longer periods of time
	<b>Observes other Child's Play</b> (spectator or onlooker play)	Notices other child's / children's play Briefly watches other child's / children play Observes other child's / children's play with interest
Begins to play with similar stimuli / object / material / 'toy' Plays with similar stimuli / object / material / 'toy' for sustained periods	<b>Engages in Parallel Play</b>	Briefly begins to engage in parallel play near others
Copies play with adults Copies play with other children	<b>Parallel Play</b> Copies others play	Fully engages in parallel play
Engages in separate activities, but shares toys / materials	<b>Towards Associative Play</b>	May play together in loosely structured activities Will 'talk' with each other and comment on each other's play
Play has an organised structure Negotiates roles and sets up events Will respect other children's property	<b>Cooperative Play</b>	Will express ideas for activities Acknowledges actions and accomplishments More willing to share and ask to share Successfully enters into play with other children Will communicate with others
Advanced group skills Higher level role play improvisation	<b>Socio-dramatic Play</b>	Friendship skills – understanding feelings

