



# Fox Wood School Curriculum Model

## Total Communication

- AAC
- Communication passports
- Intensive interaction
- On-body signing
- Objects of reference
- Sensory cues
- Makaton signing
- Symbols, PECS, PODD
- Eye gaze
- Switches, iPads

## Overview

- Class groups organised where possible to take account of age, ability and additional needs e.g. physical needs, challenging behaviour
- Curriculum focused on "next steps" and preparation for adult life
- ASD specific structure and strategies (accredited by NAS)
- Learners 'streamed' where appropriate for literacy and maths
- Additional communication, literacy and maths Focused Support team
- Inclusion placements 'in-house' and with other schools
- Literacy, maths and science taught discretely (core subjects)
- Computing skill development across all curriculum areas – access, e-safety
- Specialist teachers deliver music and P.E. on a rota basis
- Continuous provision to promote religious education including assemblies, collective worship, SMSC, British values
- Swimming / hydrotherapy for all key stages on rotation
- MFL introduced through themes at an appropriate level

## Therapist Input

- Class based to maximise input
- Integrated into timetable
- Learners withdrawn where necessary
- B Squared assessments and therapy targets inform IEPs / annual reviews
- Learners with VI and HI supported by LA teams
- Sensory diet

## EYFS

Play based curriculum for reception and year 1

7 areas:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## Key Stage 1

Pre-formal ES1-ES4 Primary sensory curriculum: communication, cognition, physical, self-care and independence

Semi-formal PS1 – PS3 Core subjects, thematic learning incorporating arts, humanities and personal development

Formal PS3 + Subject specific learning Core subjects, thematic learning for foundation subjects, teacher will 'chunk' subjects to maximise learning opportunities

## Key Stage 2

## Key Stage 3

Pre-formal ES1-ES4 Secondary sensory curriculum: communication, cognition, physical, self-care and independence, accreditation

Semi-formal PS1-PS3 Core subjects, theme for arts, life skills, humanities, enterprise

Formal PS3 + Core subjects, themes for foundation subjects, enterprise, CEIAG

## Key Stage 4

Semi-formal PS1 – PS3 Core, foundation, arts, life skills, WoW, enterprise

Formal PS3 + Core, foundation, arts, life skills, CEIAG, enterprise, WRL

Transition onto college pathways  
Preparation for adult life

Linked accreditation e.g. ASDAN Personal Progress

## Multi-sensory Curriculum

Range of teaching and learning styles  
Multi-sensory room  
Music therapy  
Sensory circuit  
Rebound therapy

## Learner Choice

Lesson activities e.g. main task 'Choose' as part of ASD strategies  
Choice of weekly enrichment  
School Council  
Lunch choices  
Social time

## Self-help and Life skills – FUNctional skills

- Central to the curriculum, continuous provision for all age phases
- Innovative 'Ready to Learn' programme
- Toileting / changing is part of class routine
- Eating / drinking programmes at snack, lunch and break times
- Dressing skills – included in class routines and P.E. programme
- Self-help skills – includes dental care and hygiene activities
- FUNctional skills interwoven through all lessons, preparation for adult life
- Relationships and Sex Education (RSE) / alcohol and drugs education programme delivered through PSHCE and science
- Enterprise education and economic well-being
- Independent living skills

## Enrichment

- Weekly enrichment, range of options (e.g. Lego therapy, eco club)
- Enrichment weeks once per term (e.g. arts week)
- Special days e.g. world book day
- Enhanced provision for reception and key stage 1
- Regular educational visits, outdoor learning
- Use of the local community (e.g. library, sensory centre, shops, rangers)