

## **CURRICULUM OVERVIEW**

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## **Overview**

Children are unique individuals. It is sometimes helpful to talk about groups of pupils who have common concerns. Pupils' with profound and multiple learning difficulties have more than one disability. It is a common assumption that pupils within this group will have a major physical difficulty.

At Grangewood we recognise that this encompasses a wider range of pupils, not necessarily just those who are in a wheelchair but includes some pupils who are mobile, pupils who have a diagnosis of autism and pupils with complex needs. We believe children who function at this level:

- have more than one disability
- have profound learning difficulties
- have significant barriers to communication
- need high levels of support
- may have additional sensory or physical disabilities
- complex health needs or mental health difficulties
- may have behaviours that challenge us.

Grangewood School uses a range of data to assess pupil progress. For children in the EYFS and Key Stage 1, the Developmental Levels are judged as well as their EHC Outcomes. Once children move into Key stage 2 and above, the Engagement Profiles are being trialled along with P-scales. Using these, Grangewood has developed criteria, in addition to the list above, to enable staff to identify those pupils who need a curriculum more suited to their needs.

It is staffs detailed knowledge of each individual pupil which allows a holistic view of the pupil and their specific needs to be created.

The classes for pupils at Grangewood School are established to meet the needs of pupils with a range of special needs, including global developmental delay, additional physical needs such as cerebral palsy; communication and language difficulties; Downs Syndrome; visual and/or hearing Impairments and additional sensory needs. Our classes have between 7-10 pupils with a class teacher and a team of teaching assistants.

Pupils who are assessed to be sensory learners are at a very early stage of development and benefit from accessing a more focused curriculum.

The key areas are:

Communication

Social Skills

Physical skills

Personal care and independence

Expressive arts

### **Multi-Disciplinary Team**

Grangewood School has a dedicated on-site **Therapy Team** who are:

A school nurse and health care assistant

A team of speech and language therapists led by a clinical lead speech and language therapist (SALT).

A team of occupational therapists and an occupational therapy assistant

Highly specialist physiotherapists for children with physical needs and a physiotherapy assistant

Hillingdon Sensory Impairment Service—including specialists for children with visual impairments and hearing impairments

Grangewood School also works closely with:

Educational psychologists

SENAS Team

CAMHS team

Social services

Family support worker

Each class is led by a specialist SEND teacher and team of SEND teaching assistants.

These professionals provide advice and support to staff working with the pupils as well as undertaking assessments, working 1:1 and in a group with the pupils. They jointly write EHC termly outcomes, and written advice is provided for communication, feeding and drinking and physical needs as required.

Multi-sensory learning is key within the experiential learners department at Grangewood and all the sessions that the children experience and learn through will make the best use of each child's available senses and skills. Some sessions may focus just on one sense such as focused work on tracking lights and images or a listening activity. Staff work hard to interpret the children's signs of communication, be they pre-intentional or intentional. Repetition of activities allows for children to gain an understanding of something and staff will look for repeated responses over a period of time. This may be over the course of a session, over several weeks or a term or even longer in some cases.

## *The Child*

### Personalised Curriculum

EHC Plan

Parental views

Professional judgement

Teachers and therapists

Topic to permeate through both personalised and Grangewood curriculum. (All areas of learning)

### Grangewood Curriculum

EY Curriculum - DM

KS 2 Pathways - 9 areas

### Assessment

Termly cycle

Evidence recorded in My Learning Journey folders and on Classroom Monitor

### **Curriculum Sessions**

Throughout the sensory curriculum activities included will promote intensive interactions and responsive communications relating to each child's need.

The activities that will be on a timetable will vary throughout the school year; not every activity will be on the timetable at same time.

This information will help parents and carers understand our activities that promote engagement and positive learning environments.

### **Tac Pac**

Tac Pac is a sensory communication resource using touch and music; both are used in equal measure. Tac Pac helps people with sensory impairment, developmental delay, complex learning difficulties, tactile defensiveness, and limited or pre verbal levels of communication.

During these sessions, pupils work where possible with 1:1 with a familiar adult. The aim is that relationships are developed over time with trust being developed which will enable children to relax and the adult learn about the pupils' communications and sensory responsiveness.

Tac Pac provides a safe and structured framework for the 'receiving child' to make contact with their own bodies, their environment and other people, and develop a relationship with these. The adult ensures that each tactile experience is well organised and sensitively offered, and adjusted to suit the receiving partner's responses.. There are several different packs which can be used.

<http://tacpac.co.uk>

Curriculum links to communication, cognition and personal, social and emotional development

### **Sensory Stories**

Sensory stories are stories or poetry that are presented with the use of concrete objects. The use of concrete objects enables a story to be brought to life so that the experience does not rely on the spoken word. If rain is mentioned then a water spray and possibly a rain maker would be used to simulate rain or a fan for wind. An environment may be created with the use of materials e.g. a big tray of sand for a beach; visual aids of photos on the computer may also be used if appropriate. Sensory stories may also be read in different environments e.g. in the outdoor class space or the nature trail. They may also include personal artefacts from home to create a link between home and school. Our experiential learners are at the very early stages of communication development. Children often respond to the intonation of the adult's voice, the visual aids, sounds or the texture of the objects and not the words that are being used.

### **Resonance board sessions**

There is an endless range and variety of skills and activities that can be carried out using a board, including communication, large motor skills, fine motor manipulation, use of vision and hearing, tactile and visual search, turn-taking, anticipation, encouraging vocalizations and speech, cause and effect, rhythm, stories etc. The way the board is made means that any movement on its surface will produce amplified sound and vibration. It will vibrate to music or voices aimed at it even if the sound-maker is not in direct contact with the wood. The vibration that accompanies the sounds has an immense impact if the child is in direct contact with the board's surface. This can be very motivating.

Resonance boards can be accessed in a range of ways; the boards can be positioned on a table and children can sit with their hands on them. Children can equally access the boards with the child on the floor standing or lying down. It is really important to consider the child's individual needs in regard to positioning. Lying on a board may be too over stimulating. It may be necessary to cover the board with a towel to dampen the level of vibration down and not to work by the child's head initially. If a child does lie on their back the smooth surface of the board reduces friction and makes sliding, bottom-shuffling, and back-scooting easier. Sounds can be enhanced by the use of additional materials, for example beads or

chains draped over a child's arm or leg. Use of beads under a hand allows a child with limited movement to move their hands more easily with support. Actions then begin to become more meaningful as the movement is supported e.g. a leg produces feedback by kicking the board. A child who makes few vocalisations may vocalise in response to the sounds and vibrations coming through the board. This is a great way to develop communication using the intensive interaction approach.

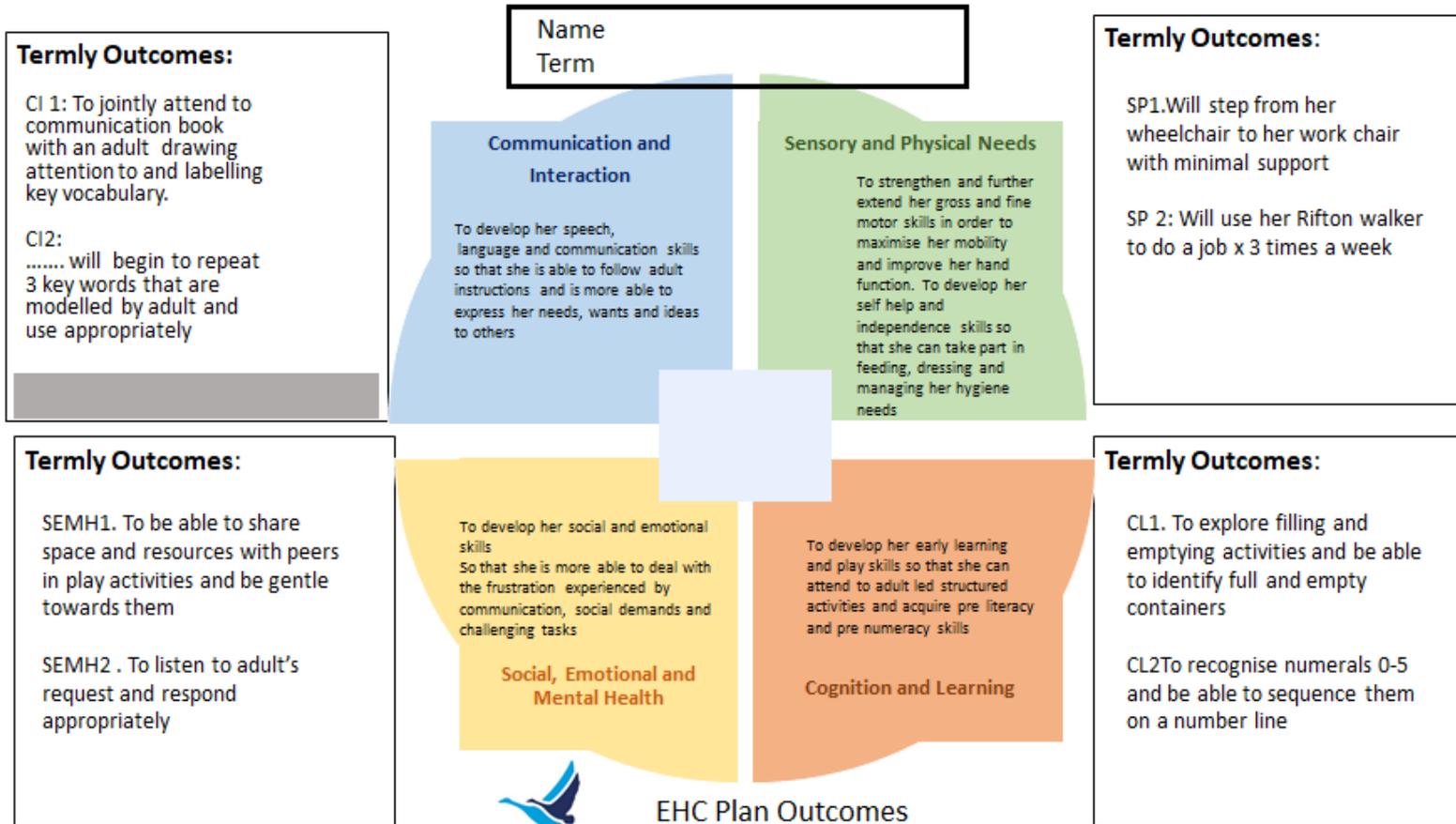
A distractible/active child who moves around the room may choose to remain on the board because it is the place where all the interesting feedback happens. A very passive child with limited movements may become more active on the board because of the feedback it provides, also as it has a smooth surface, friction is reduced which makes sliding, bottom-shuffling, and back-scooting easier.

## **My Learning Journey**

All children in the school have a personalised curriculum based on and around their EHC plans. This is a termly cycle and assessed termly. The transdisciplinary team writes outcomes for each child based on the four areas of the EHC plan,

1. Communication and Interaction
2. Social , Emotional and Mental Health
3. Sensory and Physical Development
4. Cognition and Learning

Every child has at least two outcomes in each area supported by the therapists working with the child, (see transdisciplinary working document).



The outcomes written are moderated by SLT and the service managers for each discipline. See assessment policy for termly assessment details for My Learning Journey.

### EYC and Key Stage 1

The EYC and Key Stage 1 use the Development Matters and Derbyshire's Small Steps curriculum combined and topics are taught to keep the breadth of areas taught.



In the spring term Year 2 children are put onto a pathway using a variety of assessment and data collected.

EYFS profile score  
Banding (English/communication)  
Observations by educational psychologist  
Barriers to learning

My Learning Journey scores  
 Therapist reports  
 Engagement profiles  
 P-levels  
 Parent views

## Key Stage 2:

As well as “My Learning Journey” pupils will also follow a pathway bespoke to their needs.

Sensory Pathway		
P1 – P3ii	P3ii – P4	P4 and above
<ul style="list-style-type: none"> <li>- Pupils at VERY early stages of developmental need an experiential curriculum with plenty of repetition.</li> <li>- We believe that pupils are constantly learning and at this stage of development it is inappropriate to compartmentalise learning</li> </ul>	<b>My Communication</b> <ul style="list-style-type: none"> <li>- Communication</li> <li>- Engaging in Literacy</li> </ul>	<b>My Communication</b> <ul style="list-style-type: none"> <li>- Communication</li> <li>- Engaging in Literacy</li> <li>- Functional Literacy</li> <li>- Early Literacy</li> </ul>
	<b>My Thinking and problem solving</b> <ul style="list-style-type: none"> <li>- Making sense of number</li> <li>- Making sense of SSM</li> <li>- Making sense of problem solving</li> </ul>	<b>My Thinking and problem solving</b> <ul style="list-style-type: none"> <li>- Making sense of number</li> <li>- Making sense of SSM</li> <li>- Making sense of problem solving</li> </ul>

<p>into lessons or subjects</p> <ul style="list-style-type: none"> <li>- There are 4 core areas of development that need to be the focus of learning, these areas are cross curricula therefore in any one lesson 2 or more of these areas may be addressed.</li> <li>- To ensure this focused teaching has an impact it is acknowledged all staff will need to remember the key element of each Intended Learning Outcome for each pupil. Therefore buzz words will be introduced.</li> <li>- It is also acknowledged that whilst focusing teaching and learning the breadth and balance of the curriculum needs to be maintained in order to continue to give each pupil irresistible invitations to learn.</li> </ul>	<p>My Creativity</p> <ol style="list-style-type: none"> <li>1. Drama</li> <li>2. Art</li> <li>3. Music</li> </ol>	<p>My Creativity</p> <ol style="list-style-type: none"> <li>1. Drama</li> <li>2. Art</li> <li>3. Music</li> </ol>
	<p>My Independence</p> <ol style="list-style-type: none"> <li>1. My Travel training</li> <li>2. My shopping</li> <li>3. My snack and meal times</li> <li>4. My cooking</li> <li>5. My dressing</li> </ol>	<p>My Independence</p> <ol style="list-style-type: none"> <li>1. My Travel training</li> <li>2. My shopping</li> <li>3. My snack and meal times</li> <li>4. My cooking</li> <li>5. My dressing</li> </ol>
	<p>My Physical Wellbeing</p> <ul style="list-style-type: none"> <li>- Keeping Active</li> <li>- Healthy Eating -</li> <li>- Healthy Body - Cleaning teeth – Dentist</li> <li>Washing body</li> <li>Washing hair / brush / hairdressers</li> <li>Washing hands- nails</li> <li>Toileting</li> <li>Wiping nose</li> <li>- Fine Motor</li> <li>- No tools required</li> </ul>	<p>My Physical Wellbeing Keeping Active</p> <ul style="list-style-type: none"> <li>- Healthy Eating -</li> <li>- Healthy Body - Cleaning teeth – Dentist</li> <li>Washing body</li> <li>Washing hair / brush / hairdressers</li> <li>Washing hands- nails</li> <li>Toileting</li> <li>Wiping nose</li> <li>- Fine Motor</li> <li>- No tools required</li> <li>- Write dance</li> <li>- Handwriting</li> </ul>

<p>Lessons will therefore continue to have a focus e.g. Creativity, communication, topic, etc.</p> <ul style="list-style-type: none"> <li>- It is also acknowledged that there are times in the school day that pupils are being 'prepared' for learning e.g. they may need to complete an exercise programme. During these sessions there will be some opportunities to work on an ILO but the emphasis may not be as intense as at other times in the day</li> <li>- The approach is that by keeping teaching focused and clear the pupils will have the better opportunity to establish skills but in order for this approach to be effective staff will need to know what it is that they are</li> </ul>	<ul style="list-style-type: none"> <li>- Write dance</li> <li>- Handwriting</li> </ul>	
	<p>My Emotional Wellbeing</p> <ol style="list-style-type: none"> <li>1. Making relationships</li> <li>2. Self –confidence and self – awareness</li> <li>3. Managing feelings and behaviour (emotional regulation)</li> <li>4. Staying safe</li> <li>5. My personal care and development (growing up)</li> </ol>	<p>My Emotional Wellbeing</p> <ol style="list-style-type: none"> <li>1. Making relationships</li> <li>2. Self –confidence and self – awareness</li> <li>3. Managing feelings and behaviour (emotional regulation)</li> <li>4. Staying safe</li> <li>5. My personal care and development (growing up)</li> </ol>
	<p>The World Around Me</p> <ul style="list-style-type: none"> <li>- Change and the passing of time</li> <li>- Digital Photography</li> <li>- Festivals</li> <li>- Food</li> <li>- Life cycles</li> <li>- People</li> <li>- Recycling</li> <li>- Seasons</li> <li>- The weather</li> <li>- Water</li> </ul>	<p>The World Around - Me Change and the passing of time</p> <ul style="list-style-type: none"> <li>- Digital Photography</li> <li>- Festivals</li> <li>- Food</li> <li>- Life cycles</li> <li>- People</li> <li>- Recycling</li> <li>- Seasons</li> <li>- The weather</li> <li>- Water</li> </ul>



trying to stimulate and what the need to be looking for and therefore record.	<p>My Citizenship</p> <ol style="list-style-type: none"><li>1 . Environment (Looking after my environment)</li><li>2. Making contributions</li><li>3. People and places in my community.</li><li>4. Responsibility</li><li>5. Celebrating achievements</li></ol>	<p>My Citizenship</p> <ol style="list-style-type: none"><li>1 . Environment (Looking after my environment)</li><li>2. Making contributions</li><li>3. People and places in my community.</li><li>4. Responsibility</li><li>5. Celebrating achievements</li></ol>
	<p>My Play and Leisure Structured play</p> <p>Free play :</p> <ol style="list-style-type: none"><li>1.Parallel play</li><li>2. Turn taking</li><li>3. solitary play</li><li>4. Shared play</li><li>5. Structured Games</li></ol>	<p>My Play and Leisure Structured play</p> <p>Free play :</p> <ol style="list-style-type: none"><li>1.Parallel play</li><li>2. Turn taking</li><li>3. solitary play</li><li>4. Shared play</li><li>5. Structured Games</li></ol>