

**Outcomes
First
Group.**

**ACORN EDUCATION
AND CARE**

OptionsAutism

**School
Informal & Semi-formal
Curriculum & Assessment
Policy
Stretton Shires School**





Curriculum & Assessment Policy

Contents

1.0	Introduction.....	Error! Bookmark not defined.
2.0	Intent.....	3
3.0	Implementation.....	4
4.0	Impact	8

1) Introduction

Whole School Mission Statement

At Stretton Shires School we are committed to enhancing the lives of all our young people so they can all become 'Curious, Courageous, Communicators, and Confident learners', in our community this is known as "the Four C's".

We aim to...

1. Support our children and young people to grow and develop in the following ways;
 - **Safe** – be safe, feel safe, and understand risk
 - **Understanding** – be effective and successful communicators
 - **Kind** – be kind to all around them, to understand and respect the needs of others
 - **Happy** – be healthy and happy individuals who enjoy coming to school
 - **Ambitious** – have goals and dreams for their futures and be supported to achieve them
 - **Successful** – find regular achievement and celebrate this as part of a community
2. Facilitate individual progress and attainment for all our pupil, through effective understanding of their needs as a learner with autism and complex needs and the effective implementation of appropriate curriculum, teaching strategies and assessment tools to ensure pupils acquire the academic, vocational, and life skills necessary to continue their learning when they leave Stretton Shires School.
3. Increase pupil's ability to function in a communal educational setting: developing their everyday functioning and skills in the areas of social communication, play and imagination, and in their ability to learn and acquire new skills and understanding.
4. To prepare each pupil for a meaningful and purposeful transition to life as an adult regardless of developmental stage.
5. To ensure accurate reporting to parents, carers, Local Authorities, Government agencies, and additional significant others as required.

2) Intent

Curriculum Mission Statement

At The Shires we want our pupils to be immersed in a curriculum that supports them to experience and develop an understanding of;

- skills to support functional communication, interaction, and reading skills, enabling effective communication and safe access to a variety of community settings and wider learning opportunities.
- skills to support emotional regulation, linked to physical and sensory needs, ensuring safe access to a variety of community settings and wider learning opportunities.
- skills to support social, emotional, and mental health, developing independent living and life skills that will support safe access to a variety of community settings and wider learning opportunities.
- what it means to be a human and how human behaviour impacts and shapes the world they live in.
- the visual, cultural, social and environmental aspects of the wider world and where they live.
- the natural world and an appreciation for the animal species that inhabit the world and live alongside them.
- how to compare through the investigation and exploration of various processes and materials.
- the significance of people, places, events and inventions that have helped to change the world in which they live.

At The Shires we recognise that all pupils will need to develop core communication and interaction skills, learn how to manage their physical and sensory needs, impacting positively on their social, emotional, and mental health before they are able to immerse themselves in the wider demands of the curriculum.

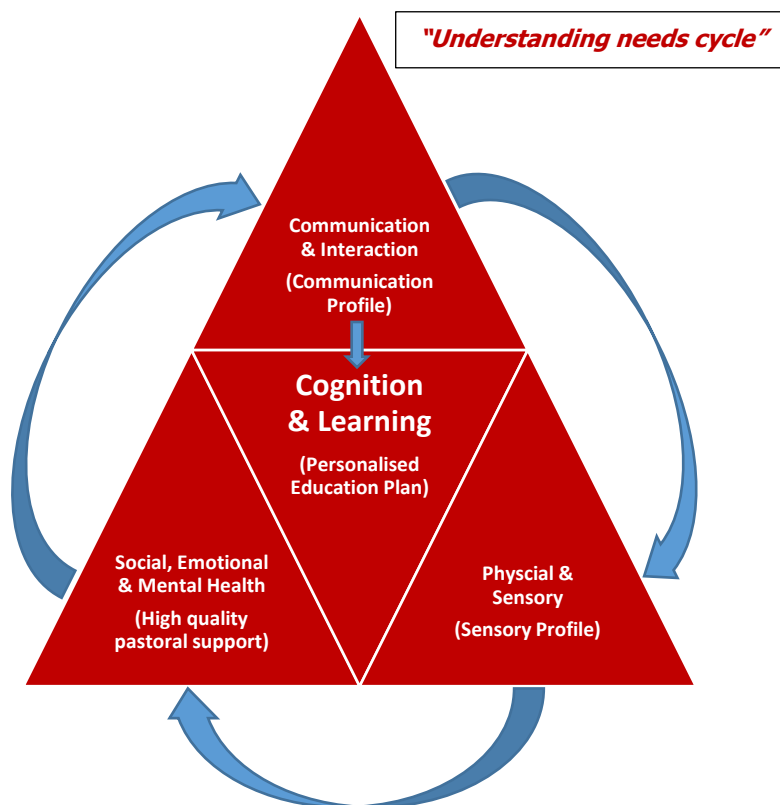
3) Implementation

"The Golden Thread" – Education, Health and Care Plans (EHCPs)

Every pupil that attends the school has an Education Health and Care Plan (EHCP) which outlines the pupils personalised needs, provision to support overcome barriers to learning and sets out long term outcomes within four/five areas of SEND:

- Communication & Interaction
- Sensory & Physical
- Cognition & Learning
- Social, Emotional & Mental Health
- Independence (Preparing for Adulthood - PfA) - Statutory from Year 9, however all pupils have an independence/preparing for adulthood target.

We recognise that all pupils will need to develop core communication and interaction skills which will support them to manage their physical and sensory needs which will in turn will impact positively on their social, emotional and mental health. With those three key areas of need addressed at that point pupils can begin to immerse themselves in the wider demands of the curriculum and work towards the development of key skills, knowledge, and understanding driving forward towards future progress and attainment.



The understanding of personalised SEND, the implementation of prescribed provision and targeted EHCP outcomes combine to form the golden thread of each pupil's individual curriculum provision, lesson planning and assessment, and impact on every aspect of each pupil's education.

Every pupil has Long Term EHCP Outcomes that broken down into short term learning intentions. Long-Term and Medium-Term Planning is then developed to support progression against these intentions and evidence is gathered via our in school assessment methods.

At Stretton Shires School we want all our pedagogical approaches to focus on the pupil, their skills, interests and needs. We want all of our staff to understand how each pupil's Autism affects them and use research-based strategies to overcome any barriers to learning. We want all of our pupils to be educated in an environment that "speaks to them" through the use of visual structure, environmental organisation and the structuring of teaching and learning experiences that promote independence. This organisation and structure should be broad-based and should support the pupils not only in the classroom but during social/leisure times and in the community. We want our teaching to be flexible and responsive to the changing needs of our pupils so they can be engaged, calm and happy learners.

"All about me" – Personalised Education Planning

Each pupil at The Shires has their own personalised education plan – we refer to them as our "All About Me" files. This ensures every pupil has access to a curriculum, pedagogy and provision that is tailored to their specific needs, interests, and talents.

Personalised planning as already identified starts with the pupil's EHCP. A review of strengths and weaknesses in regard to special education need to inform key documents like Risk Assessment, Positive Behaviour Support Plans.

An initial 12-week assessment period with support from Speech and Language Therapy and Occupational Therapy helps to then shape the pupil's Sensory Profile and Communication Profile which are then used to inform and update further the entry Risk Assessment and Positive Behaviour Support Plans that were put in place.

The pupil's EHCP, Risk Assessment, Positive Behaviour Support Plan, then influence the provision map that is created to ensure they all necessary provision to meet their special educational needs is in place, ensuring all access to learning is safe, and with as many barriers to learning removed as possible.

Long-Term Outcomes are broken down into smaller Short-Term PEP targets with aim of reviewing progress against these desired outcomes termly 3 times per year.

Curriculum Pathways

At Stretton Shires School we have two identified curriculum implementation pathways to support a pupil centred delivery of our curriculum intent. Pupils can move between pathways and have a mix of curriculum experiences and assessment opportunities dependent on their developmental stage.

Curriculum Intent	
<ul style="list-style-type: none"> • skills to support functional communication, interaction, and reading skills, enabling effective communication and safe access to a variety of community settings and wider learning opportunities. • skills to support emotional regulation, linked to physical and sensory needs, ensuring safe access to a variety of community settings and wider learning opportunities. • skills to support social, emotional, and mental health, developing independent living and life skills that will support safe access to a variety of community settings and wider learning opportunities. • what it means to be a human and how human behaviour impacts and shapes the world they live in. • the visual, cultural, social and environmental aspects of the wider world and where they live. • the natural world and an appreciation for the animal species that inhabit the world and live alongside them. • how to compare through the investigation and exploration of various processes and materials. • the significance of people, places, events and inventions that have helped to change the world in which they live. 	
Curriculum Implementation Equals Informal Pathway	Curriculum Implementation Equals Semi-formal Pathway
My Sensory Play My Communication My Physical Well-being My Independence My Outdoor School Careers and Employability Skills Fundamental British Values / SMSC / Celebration	Literacy (inc. Reading & Phonics) Numeracy ICT The World About Me

SCHOOL POLICY: LOCAL POLICY FOLDER

My Relationships and Sex Education	My Communication My Independence My Outdoor School My Play and Leisure My Relationships and Sex Education Careers and Employability Skills Fundamental British Values / SMSC / Celebration
------------------------------------	--

Equals Informal Curriculum Pathway: The informal curriculum pathway is for pupils who have complex and profound learning difficulties; children who are not yet ready to engage in subject specific learning, and where their education needs are best met through a personalised learning approach based on the principles of communication, cognition, social and emotional development and sensory processing support (when pupils reach Year 9 and beyond their agreed outcomes will also reflect the areas of Employment, Community Inclusion, Independent Living and Health as part of a Preparing for Adulthood [PFA] focus). At the heart of the curriculum is learning through supported and initiated play linked to sensory exploration and emotional regulation.

Equals Informal Pathway	
Curriculum Area	Focus
My Sensory Play	Solitary play Parallel play Shared play Turn taking play Co-operative play
My Communication	Imperative communications Declarative communications Formal social interaction with familiar People Peer to peer communications Alternative and augmentative communications
My Physical Well-being	Sensory integration and sensory circuits Other play-based activities Aquatics Mental Health and Well-being Relationships and sex education
My Independence	My dressing and undressing My travel training My shopping My cooking
My Outdoor School	Starting out Orienteering Shelter building Using and open fire Cooking outdoors
My Love of Reading	Personalised experiences of reading Focus texts

Equals Semi-Formal Curriculum Pathway: The semi-formal curriculum recognises that many of our pupils have a range of complex obstacles to learning as well as learning difficulties. We meet each pupil's needs through a personalised approach delivered through a bespoke curriculum offer appropriate for pupils identified as having a severe learning difficulty but are developing skills that means they are ready to study some aspects of subject specific learning. Like the Informal Curriculum offer, pupils will experience learning opportunities that centre around communication, cognition, social and emotional development and sensory processing support (when pupils reach Year 9 and beyond their agreed outcomes will also reflect the areas of Employment, Community Inclusion, Independent Living and Health as part of a Preparing for Adulthood [PFA] focus). Some pupils if applicable will be expected to work towards accreditation in awards and certificates that make use of formal accreditation schemes that are carefully matched to their needs.

Equals Semi-formal Pathway	
Curriculum Area	Curriculum Focus
Literacy (inc. Reading & Phonics)	Little Wandles Letters and Sounds (Reading and Phonics) Literacy for sharing information Literacy for the future Literacy for life and leisure

SCHOOL POLICY: LOCAL POLICY FOLDER

	<p>Literacy for information Literacy for creating an interest</p>
Numeracy	<p>Maths in everyday Life Maths for the future Maths for the community Maths for life Maths for design</p>
ICT	<p>ICT for keeping in touch ICT for enterprise ICT for the future ICT for pleasure, leisure, and information ICT and creativity</p>
The World About Me	<p>Water The weather The seasons Recycling People Life cycle of plants and animals Food Festivals Digital photography Change, history and the passing of time</p>
My Communication	<p>Imperative communications Following instructions Declarative communications Dynamic communications Narratives Formal social interactions with familiar and unfamiliar people Personalised reading and writing Non-verbal, behaviour communications Peer to peer communications Augmentative and alternative communications</p>
My Independence	<p>My travel training My shopping My dressing and undressing My cooking food / technology</p>
My Outdoor School	<p>Starting out Playing games Orienteering 1 Orienteering 2 Creativity Wilderness explorers Environmental Awareness Seasonal Awareness Shelter building Making a fire Cooking outdoors</p>
My Play and Leisure	<p>Structured Play Free Play</p>
PSHE & My Relationships and Sex Education	<p>Families and people who care for me Caring Friendships Being Safe (including online) Healthy Eating Knowing my body Knowing me Private and public Touching and allowing others to touch me Forming relationships (including online relationships) Sexual intimacy with another person</p>
Careers and Employability Skills	<p>Careers and labour market information Curriculum linked to careers</p>

SCHOOL POLICY: LOCAL POLICY FOLDER

	<p>Encounters with employers and employees Experiences of workplaces Encounters with further and higher education Personal Guidance</p>
Fundamental British Values / SMSC / Celebration	<p>Democracy Rule of Law Respect & Tolerance Individual Liberty Self-knowledge, Self-esteem, Self-confidence Zones of Regulation (Managing my own behaviour) Cultures and Traditions</p>

Determining a Curriculum Pathway for pupils:

Pupils are baselined upon entry to determine developmental stage linked to Pre-Key Stage Standards. This outcome combined with baseline assessment against the 5 levels of attention using the following descriptors are used to determine a pathway start point for each pupil.

1. *Focused Attention:* The ability to respond discretely to a particular visual, auditory, or tactile stimuli. Sometimes called "orienting" to stimuli. It is the lowest level of attention or alertness.
2. *Sustained Attention:* The ability to sustain a steady response during continuous attention.
3. *Selective Attention:* The ability to maintain attention in the face of distracting or competing stimuli.
4. *Alternating Attention:* The capacity for mental flexibility that allows the shift of focus between tasks. People with alternating attention deficits are slow to shift their attention from one task to another. This can also affect conversations. The person will have difficulty with switching conversational topics quickly.
5. *Divided Attention:* The ability to respond simultaneously to multiple tasks or to do more than one activity at a time. People with divided attention deficits might have difficulty driving and holding a conversation or cooking and listening to the news.

Baseline Assessment Area	Informal	Semi-formal
Developmental stage	Below all pre-key stage standards (1-4)	Meet some pre-key stage standards (1-6) and beyond
Level of Attention	Working towards "Focused Attention"	Working towards "Sustained Attention"

4) Impact

Demonstrating progress at The Shires:

Cognition & Learning

Long Term Progress - Progress against Long Term Outcomes are reviewed as part of the annual review process. These outcomes reflect long term aspirations normally across a key stage and are used to measure progress over time. These outcomes can link to accreditation pathways such ASDAN Personal Progress Award or Entry Level Qualification where appropriate.

Short Term Progress - Long Term Outcomes are broken down into short term outcomes and linked to either the Informal or Semi-Formal Curriculum Outcomes. We recognise that the needs of pupils mean that progress needs to be measured and recorded outside of typical linear means. We therefore measure progress against an identified outcome using indicators that account for 'Independence', 'Fluency', 'Maintenance', and 'Generalisation', to give an indication of knowledge and skill acquired over time. These outcomes are reviewed continuously but are reported on termly via the schools reporting processes. These outcomes are recorded via each pupils Individual Progress Record.

Personal Development & Behaviour and Attitudes

SCHOOL POLICY: LOCAL POLICY FOLDER

Attendance - Many of our pupils have come to The Shires having experienced difficulties with attendance in previous settings either because of school refusal or their complex behaviours preventing them from attending school settings. We use improved attendance as an impact measure to highlight improved social and emotional well-being linked to behaviour and attitudes and personal development.

Behaviour - All of our pupils have come to The Shires having experienced difficulties with managing their behaviour responses in previous settings leading to incidents of challenging behaviour. We use a reduction in number of behaviour events as impact measure to highlight improved social and emotional well-being linked to behaviour and attitudes and personal development.

Reporting on Progress

End of Week Reports - Parents, Carers, & Social Workers receive a brief end of week communication detailing highlights from the week and an overview of behaviour and attendance.

End of Term Pupil Progress Reports - Parents, Carers, & Social Workers receive an end of term report that details progress made against short term outcomes. These are discussed with parents during parents evening/meeting and for pupils who are LAC these are reviewed as part of the EPEP process.

End of Term Behaviour & Wellbeing Overview - Parents, Carers, & Social Workers receive an end of term overview of behaviour, attendance, and visually represented experience of pupil's time in school.

Annual Review - Parents, Carers, & Social Workers are invited to attend an annual review meeting in person or virtually. A collation of evidence of progress is shared and submitted to the local authority along with any recommendations for any amends to Education, Health and Care Plans.

We are part of the Outcomes First Group
Family, by working together we will build
incredible futures by empowering vulnerable
children, young people and adults in the UK
to be happy and make their way in the world

**Outcomes
First
Group.**

**Acorn Education And Care
National Fostering Group
Options Autism**