

# Curriculum Policy Summergil House

Updated: June 2024  
Updated: September 2024

This document relates to Article 28 (*Every Child has the Right to an Education*) of the UN Convention on the Rights of the Child.

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**Summerril House School follows a skills-based curriculum.** This curriculum is based on the individual needs of each pupil. These skills are delivered via 5 pathways. Each pathway follows the same curriculum, but with tailored delivery of accreditation, qualification, work experience and life skill development to meet the needs of the learners within each pathway.

### **Pathway to Independent Living**

This pathway prepares pupils for adulthood and equips them with the skills they need for successful lives following education. A big part of this curriculum is work skills, community access and independent living skills. Pupils in this class have the opportunity to complete a range of internal and external work experience activities and placements. Pupils in this class complete a range of accreditations, as appropriate, including ASDAN Towards Independence, AQA units and AGORED units at Entry Level.

### **Pathway to Sensory Integration**

The purpose of this pathway is to assist pupils in the exploration and development of key life skills including basic literacy, numeracy, communication, social interaction and self-awareness skills. These pupils complete internal work experience activities, as appropriate, and all pupils complete a range of accreditations including ASDAN Towards Independence Sensory Modules and AQA units at Entry Level.

### **Pathway to Further Education and Training**

This pathway focusses on preparing learners for higher level qualifications, GCSE's and future employment. This pathway completes extensive internal work experience activities and has numerous links with the local community for external work experience placements. The pupils in this class complete accreditations and qualifications relevant to their future destinations, these range from entry level GCSE qualifications, Essential Skills Wales Entry Level 3 and Level 1, London institute of Banking and Finance LIFE and other vocational accreditations relevant to pupils aspirations and goals.

### **Pathway to Successful Futures**

This pathway provides pupils with a bespoke curriculum and timetables that are tailored to their individual academic and behavioural needs. This pathway is tailored to meet the needs of learners who struggle with the typical classroom environment and have learning tailored via a more physically mobile day. This pathway completes activities based around their interests and hobbies, but that promote key literacy, numeracy and life skills. This class also completes a range of appropriate qualifications and accreditations as appropriate including ASDAN Towards Independence and AQA units at Entry Level.

### **Pathway to Brighter Futures**

The purpose of this pathway is to support pupils within Early Years phase, to master key skills relating play, learning and care. This pathway is underpinned by the Early Years Outcomes Framework. It is shaped in the same way as other Key Stages, covering the 4 core purposes and curriculum areas, however there is a greater emphasis on play and exploration. Pupils are supported to develop early literacy, numeracy, social interaction and world awareness through explorative play, self-lead learning and interaction with others, building early connections and links between actions and outcomes. Due to the age of these pupils, accredited learning is not appropriate.

### **What type of skills form part of the curriculum?**

The 3-5 curriculum focus on Early Learning Goals and Connection Schema.

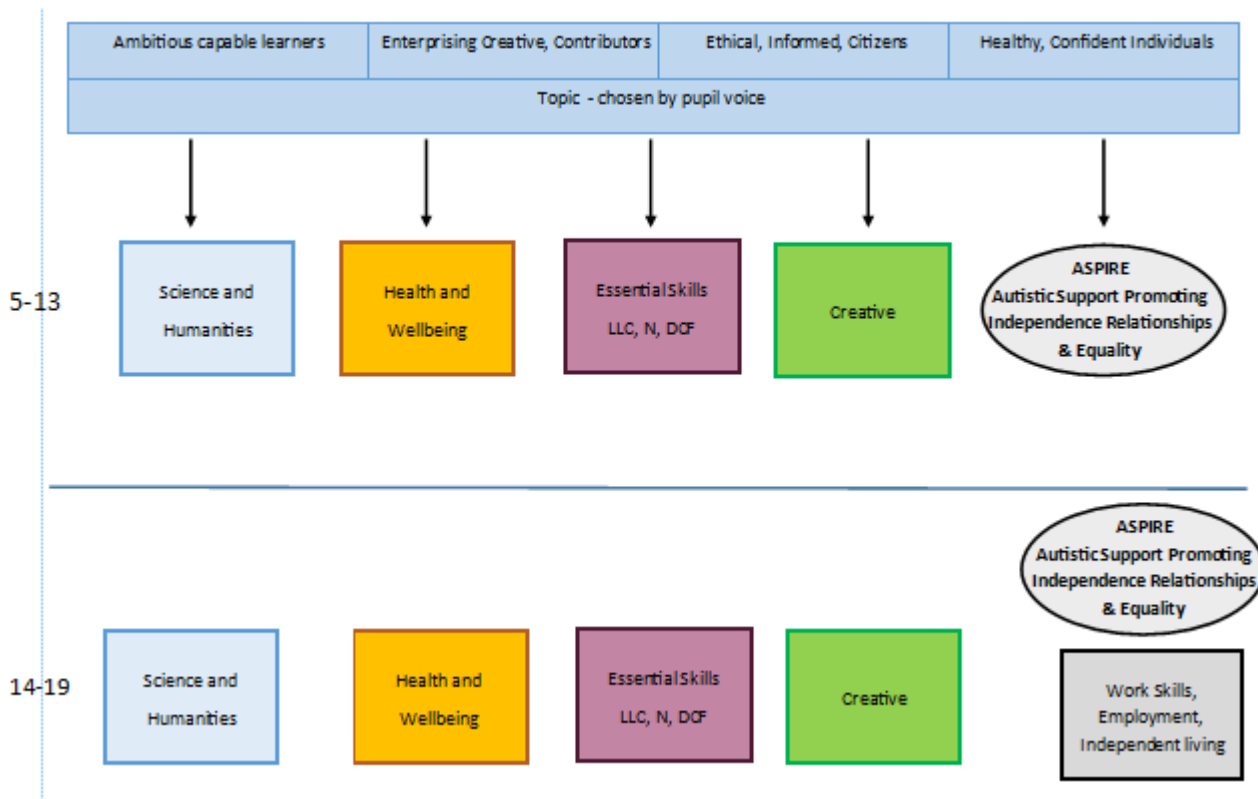
The 5-13 curriculum focuses upon: Essential skills, Creative, Science & Humanities, Health & Wellbeing and ASPIRE (Autistic Support Promoting Independence, Relationships & Equality).

The 14-19 curriculum continues to focus upon: Essential skills, Creative, Health & Wellbeing, ASPIRE. There is an increased focus upon: appropriate qualifications, Work & Employment skills, independent living skills.

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Some of our skills for ASPIRE are taken from the Autism Progression Framework (Autism Education Trust). These skills include:

- Listening & understanding
- Expressive communication & Conversations
- Being with others & Positive relationships
- Group skills
- Play skills
- Self-awareness
- Keeping healthy
- Sensory Processing
- Managing emotions
- Problem solving
- Life Skills: Personal care & Independent living
- Work Skills: Motivation & engagement; using special interests; managing school routines and expectations; developing independent learning; evaluating own learning; Job-related skills
- Community Access: personal & road safety; accessing public facilities; coping with change & transitions.

Science and Humanities is approached through topics chosen by pupil voice and through school enrichment projects. Skills are taken from appropriate progression steps for each learner from Curriculum for Wales.

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Health and wellbeing is approached through individual interventions, group activities and community events. Skills are taken from the Autism Progression Framework and the developmentally appropriate progression steps from Curriculum for Wales.

Creative is approached as an integrated discipline of art, drama, music, dance, film and digital media. We encourage students to explore, respond and create using appropriate mediums, often linked to the topic chosen by pupil voice. Skills are taken from appropriate progression steps for each learner from Curriculum for Wales.

Essential skills is approached through individual teacher-led interventions specific to learner needs. It can also be linked to Topic chosen by pupil voice. Skills are taken from the Autism Progression Framework and the developmentally appropriate progression steps from Curriculum for Wales. Individual planning for progression may be supported by use of personalised goals from skill ladders based upon Foundation Profile, LNF, DCF.

All skills are taught and practised through topics, activities and interventions which are personalised to each pupil. These in turn link closely to the:

Curriculum for Wales 6 areas of learning:

- Language, literacy, and communication
- Mathematics and numeracy
- Expressive arts
- Health and wellbeing
- Science and technology
- Humanities and the independent school standards:
- Linguistic
- Mathematical
- Scientific
- Technological
- human and social
- physical
- aesthetic and creative

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The table below shows how everything links together i.e. AOEs, independent school standards and skills from the Autism Progression Framework using some example activities from our curriculum.

Ambitious capable learners		Enterprising Creative, Contributors			Ethical, Informed, Citizens			Healthy, Confident Individuals		
AOE	Essential Skills			Creative	Health & Wellbeing	Science & Humanities		ASPIRE Autistic Support Promoting Independence, Relationships & Equality		
Independent school standards	Linguistic, mathematical, technological			Aesthetic & creative	Physical, human & social	Human & social, scientific & technological				
Curriculum for Wales	LLC Welsh	M&N	Digital competence	Expressive Arts	Health & Wellbeing	Humanities	Science & technology			
Autism Progression Framework	Listening & understanding Expressive communication Conversations	Problem solving			Keeping healthy Sensory Processing Managing emotions Self-awareness Being with others Positive relationships Group skills Play skills			Life Skills Personal care Independent living	Work Skills Motivation & engagement Special interests School routines Independent learning Evaluating own learning Job-related skills	Community Access Personal & road safety Access public facilities Coping with change + transitions
Clinical Input OT & SLT	✓				✓			✓		
14-19 Qualifications	✓	✓	✓	✓	✓			✓	✓	✓
Topic chosen by Pupil Voice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Individual teacher led Interventions	✓	✓	✓		✓			✓	✓	✓
Talk About	✓				✓				✓	
Attention & Engagement	✓			✓	✓				✓	
School Projects	✓	✓	✓	✓	✓	✓	✓			
School sports	✓				✓					✓
Work Experience	✓							✓	✓	✓
Community activities	✓				✓			✓	✓	✓
Wellbeing Events	✓			✓	✓		✓ DT			✓
Feedback Friday	✓				✓				✓	

### How do we ensure that the skills taught match the needs of individual pupils?

A baseline is created when a pupil arrives at the school and progress in skills are tracked consistently by all teachers from this starting point throughout their time at Summergil House school. A one-page curriculum is created with the skill areas to be developed from each individuals EHCP/statement.

This one-page curriculum is used to set IEP targets and to inform planning. Skills are taken from the Autism Progression Framework and appropriate progression steps linked to What matters in each Areas of Learning, in line with each pupil's assessed needs; their Statements of Educational Need, EHCP and/or Care Plans.

We recognize that flexibility in terms of balance within the curriculum is important to ensure relevance for our individual pupils. Therefore, not all our pupils will experience all aspects of the curriculum all of the time. 'Balance' reflects the needs of pupils at different stages of their development.

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Pupils with sensory processing difficulties will benefit from sensory activities and extended periods devoted to various forms of therapy. Pupils who display challenging behaviours may need individual sessions of intensive interaction before they are able to participate in small group or whole class activities. Pupils with ASD may have a 'spiky profile of attainment' where they may need a higher degree of challenge in some aspects of the curriculum in line with their abilities, which means that the curriculum should focus on recognising and developing their strengths as well as addressing areas of difficulty such as social communication and interaction.

We address other priorities within our whole curriculum including a range of therapies, cross curricular elements and extra-curricular activities and inter-school projects. The precise balance between these aspects of the whole curriculum will vary in response to the pupils' individual needs determined through the Statement of Educational Need, review process and the Curriculum Plans devised by staff to meet the needs of pupils at different stages of development.

### How do we measure progress against these skills?

Progress is assessed using the achievement continuum, inspired by ASDAN and adapted to our setting and curriculum. For instance, we have also added: R- refused, NE- not yet encountered, NA- not applicable to aid and refine analysis of where students are currently not making progress on skills.

	<b>Encounter (presence and reflex responses)</b> I am present during an activity or experience. I may be passive or resist involvement. Being able to tolerate a shared activity is a big step for me. I may show simple reflex responses to encounters but it will be difficult to tell if any learning has occurred.
	<b>Early Awareness (fleeting attention and inconsistent responses)</b> I am beginning to show that I am aware of activities and experiences. I may notice, fleetingly focus on or attend briefly to an object, event or another person. I may have periods I appear alert and ready to focus my attention on certain people, events, objects or parts of objects. I may begin to respond, although not consistently, to what is happening.
	<b>Interest (more consistent and differentiated reactions)</b> I am beginning to show interest in people, events and objects. I respond more consistently to familiar people, events and objects. I am beginning to give reactions that show that I can tell the difference between specific people, objects, places and events in their surroundings.
	<b>Supported Participation (co-operation and engagement)</b> I accept supported participation. I co-operate with shared exploration. I engage in activities. I participate in shared activity, although my response may be supported by staff or other learners.
	<b>Active Involvement (recognition, anticipation and proactive responses)</b> I am beginning to be proactive in my interactions. I may actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of other people. I recognise familiar people, events and objects. I may acknowledge familiar sequences of events and communicate consistent preferences and affective responses.

The continuum consists of 10 levels. The early stages of the continuum (1-5) are defined as encountering skills with support, called the encountering and embedding phase.

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6	<b>Development (remembered responses and intentional communication)</b> I am beginning to develop and refine actions and reactions, often by trial and improvement. I remember responses over short periods of time. I am beginning to communicate intentionally. I seek attention through eye contact, gesture or action. I request events or activities.
7	<b>Exploration (concentration, recall and observation)</b> I am beginning to explore materials in increasingly complex ways. I concentrate for longer periods and participate in shared activities with less support. I remember responses over more extended periods and participate in shared activities with less support. I remember responses over more extended periods. I observe the results of my actions with interest.
8	<b>Initiation (established responses and conventional communication)</b> I am beginning to initiate activities. I may respond to options and choices with actions or gestures. I greet known people and use emerging conventional communication. I maintain established responses over increasing periods of time and anticipate more and more known events. I actively explore objects and events for more extended periods.
9	<b>Consolidation (formation of skills, knowledge, concepts and understandings)</b> I am beginning to gain, strengthen or make general use of skills, knowledge, concepts or understandings that relate to my experience of the world around me. I am aware of cause and effect and know that certain actions produce predictable results. I apply potential solutions systematically to problems. I use single words, gestures, signs or symbols to identify or request familiar objects or to communicate about events and express my feelings.
10	<b>Application (application of skills, knowledge, concepts and understandings)</b> I am beginning to apply my skills, knowledge and understanding to a range of familiar experiences. I carry out simple tasks in familiar settings and am able to engage in familiar, straightforward routines, anticipating some of the stages. I am aware of cause and effect and am able to anticipate the effects of a range of familiar actions. I can review activities, identifying what I enjoy and what I don't. I am able to access appropriate sources of help when carrying out routine activities. I can apply knowledge or skills used in one familiar activity to another familiar activity, using this ability to solve simple problems. I can speak or otherwise communicate in simple exchanges and discussions, make requests, ask questions and make statements. I can listen and respond to requests and follow single-step instructions.

### How are topics chosen?

Topics are chosen through which the priority skills identified for a student can be developed and practised. Topics are decided by pupil voice at a whole school level. Within the topic there will be differentiated activities for each pupil, based on their needs. A class or individual may follow a different topic from the rest of school where this is appropriate. They could be linked to special interest of pupils.

### How do we ensure that a broad range of topics/subjects are covered?

We have a school bank of topics. Students are encouraged to vote for a selection of topics for the school year that cover Humanities, Science & technology.

Once topics have been decided, teachers will review whether there is sufficiently broad coverage over the year and may plan additional School Projects and Enrichment days.

### How do we make sure that all AOLEs are covered?

Every term a curriculum review of our 5 areas of learning is carried out to make sure that all areas have been covered appropriately in line with pupils' needs.

Within school topics, opportunities to develop essential skills, creative expression and skills for life will be planned, where appropriate.

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## Interventions

Specific interventions are provided. These may be 1:1 and group interventions including:

- Occupational therapy programmes
- Speech and language programmes
- Therapeutic work, as per EHCP plans/Statement of Educational Need and any personalized goals for the student. This could include, for example, life story work, music/ art/ play/ therapy.

Some of the key interventions we use to support communication and social interaction skills include:

- Intensive Interaction
- PECS and Makaton
- Talk About
- Attention Engagement Groups

## Literacy & Numeracy Interventions

**All schools a part of a Read, Write Inc trust plan. Those pupils working within the appropriate range will follow the RWI program to**

- reach the expected standard of the phonics screening check
- develop reading fluency and read with comprehension
- develop co-operative behaviour and articulate their ideas and understanding
- spell and write with confidence

All school staff also have access to Numicon and White Rose Math's interventions to support the development and progression of numeracy.

New staff will be provided with training and log in details to access materials and resources relating to all of the above, where appropriate.

## Skills for Life

This is a key area for a range of interventions around personal care and independent living skills, Internet safety and developing healthy attitudes towards the use of technology and screentime.

## Personal Care

Activities might include any self-help skills that seem appropriate to the individual, in consultation through MDTs with family and other professionals (e.g., healthcare) and our Occupational Therapy team. Our students from a wide range of ability can struggle with aspects of personal hygiene due to ASD and related sensory processing disorders and require desensitization and structured teaching of important personal care skills such as: showering, washing hands, brushing teeth, getting a haircut, shaving, nail care. Students will be introduced to daily routines with an expectation of increasing independence over time, as appropriate to the learner's current or planned circumstances. As the learner moves along the spectrum there should be an increased emphasis on understanding why tasks should be carried out. For example,

- Show an expectation of a daily routine event (e.g., turning to the sink to wash hands after using the toilet)

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- Indicating an expectation of a daily routine event (e.g., collecting their coat when told that it is time to go home)
- Using a timetable to remind themselves about activities done every day (e.g., visual strips for toilet/handwashing routines)
- Support an adult in a routine activity (e.g., learning to put on socks and shoes or tie laces)
- Follow a simple instruction (e.g., taking the top off the toothpaste)
- Independently completing a daily routine activity (e.g., putting on clothes in the correct order)
- Remembering the skills needed when engaged in daily routine activities (e.g., completing personal hygiene routines such as brushing teeth or shaving using taught strategies).

## Independent Living skills and Employment

We want to work on any skills that are important for our student's future adult lives. This will be personalised to the needs and abilities of each student. Some examples of what skills may be appropriate are:

Cooking- activities might include preparing simple snacks, drinks and meals for self or others, as appropriate to the learner's current or planned circumstances. As the learner moves along the spectrum there should be an increased emphasis on understanding how and why tasks should be carried out.

Higher ability students may be learning to plan shopping lists within a personal budget and managing money; researching and following recipe instructions; time management skills; safety using appliances; food hygiene standards; and work experience or enterprise projects such as running a school-based café or selling products.

Carries out household tasks- activities might include cleaning and tidying, washing up, using a vacuum cleaner or other domestic appliance, as appropriate to the learner's current or planned circumstances.

As the learner moves along the spectrum there should be an increased emphasis on understanding how and why tasks should be carried out. For example

- Support an adult in a routine activity (e.g. folding a sheet by holding onto its corners)
- Following a simple instruction (e.g. to push the start button on the vacuum cleaner)
- Participating through a complete activity (set up table for snack time)
- Initiating involvement (e.g. putting dirty dishes into sink)
- Independently completing a stage of a task (e.g. wiping down table)
- Following simple sequences to complete straightforward task
- Undertaking activities because they understand that to live independently means taking responsibility for keeping your environment clean and safe

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- Undertaking activities because they understand that keeping your space clean and safe helps them to be healthy and safe

As part of work experience, students may be assigned jobs within school where they will need to complete these tasks to a required standard and develop job-related skills such as:

- Good Timekeeping: Attendance, punctuality, taking agreed breaks
- Good Communication: listens and follows instructions; show respect to others; ask for help/clarification when needed.
- Shows interest in own performance; Accepts constructive criticism/feedback; Follows Health and Safety rules/guidelines.

If appropriate, students may also be assigned jobs within the community such as work experience sessions at the Orb in shop, café, office, laundry and possibly other contexts as we develop links with community stakeholders.

## Health

Interventions focus on making healthy choices, such as, in relation to food, drink and exercise. For example,

- Desensitization programmes increasing tolerance to a range of foods
- Pupil voice through salad bar, making healthy snacks, accessing healthy school menu.
- Understanding health risks related to a range of behaviours including, smoking, drugs and alcohol.
- Developing healthy attitudes towards the use of technology and screen time and exploring a range of active leisure options.

Individuals will take part in activities that build whole body skills, strength and co-ordination - these are called gross motor skills. These will be delivered on both a group and an individual basis according to need.

Activities to possibly include:

- Gym
- Sensory circuits
- Yoga
- Dance
- Cycling/scootering
- Horse riding
- Walks and Hiking
- Football
- Rounders
- Golf
- Trampolining
- Bowling
- Swimming

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Interventions aim to help our pupils learn to relax, focus and develop their personal and body awareness. Activities within school can include therapeutic use of:

- Music
- Messy play
- Aromatherapy
- Massage/ Story massage
- TACPAC (tactile communication)
- Mindfulness & Meditation
- Sensory Room
- Lego Therapy

### **Activities outside the classroom – Learning Outside The Classroom (LOTC)**

All pupils take part in a range of activities outside the classroom, and in partnership with a range of community stakeholders, that support Life skills and Health & Wellbeing. These include:

- Yoga with external instructor
- Trips to the shops
- Community visits
- Volunteering opportunities (e.g. Marie Curie Shop, Wapley Hillfort)
- Work Experience (e.g. Local garage, cafés, shops, small animal farms)
- Bushcraft and survival skills onsite
- Climbing and outdoor pursuits at local centre

### **Individual timetables**

Each pupil has a timetable, which is flexible and can be adjusted to meet individual needs in addition to a one-page curriculum document

### **External Qualifications**

In addition, where relevant, pupils work towards external qualifications, and this helps inform the skills to be covered by curriculum planning. Qualifications are chosen based on individual needs and might include:

- ASDAN Preparing for Adulthood courses including Transition Challenge, Life Skills Challenge and Towards Independence.
- AQA modules
- Agored Cymru modules
- Agored Cymru Essential Skills Entry Level 3 & Level 1- Application of Number and Communication
- London Institute of Banking and Finance- LIFE

### **Equality Impact Statement**

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to Age, Disability Gender reassignment, Marriage and Civil partnership, Pregnancy and Maternity, Race, Religion or belief, Sex and Sexual Orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Manager for the service. Orbis will then actively respond to the enquiry.

This policy is owned by: Summergeil House

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**Policy Review Date:** June 2024

**Signature:**  (Director of Education)

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