Three Ways School

Severe Learning Difficulties (SLD) Curriculum

SLD Curriculum Overview

Learning & Teaching Guidelines

Programme of Learning – Communication

Programme of Learning – Cognition / Learning Skills

Programme of Learning – Physical & Sensory Skills

Independence Skills

Social, Mental Health & Emotional Skills

Appendices & References
Three Ways School
Severe Learning Difficulties (SLD)
Curriculum

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SLD Overview

People with Severe Learning Difficulties (SLD) tend to have significant restrictions in relation to their cognitive and / or intellectual capacities. These can co-exist with physical, sensory, social and / or emotional difficulties thus making it difficult for a pupil with SLD to follow the school curriculum without substantial support. As a result they will have difficulties with learning skills and applying them to differing context. Pupils with SLD may also use symbols, or signing such as Makaton to help with communication. A pupil with SLD will require support in gaining independence and / or self-help and social skills and it is likely that most areas of academic achievement (Hewitt and Hind, 1988) will be affected with attainments likely to remain below level 1 of the National Curriculum (in the upper P scale range, P4-P8).

As part of supporting pupils with SLD it is important to embrace the social model of disability in which this requires those supporting young people to respond proactively to modify and adapt practises and services to meet their individual needs. Additionally, in supporting pupils with SLD there will be a need to also appreciate the medical model of disability that focuses upon the pupil’s needs, restrictions and strengths in order to address any deficits in learning and development.

As a consequence of their participation in the curriculum, it is planned that learners will be better able to:

- Become competent, motivated and confident learners who explore and test ideas, solve problems and try to make sense of their world.
- Participate in experiential, first hand and active learning which promotes independence, encourages responsibility for their own learning and enables them to become lifelong learners.
- Apply functional skills (including literacy, language, numeracy, independent living skills) in a range of practical contexts to help facilitate their social inclusion which may be evidenced by their ability to contribute to the completion of every day and independent living tasks.
- Sustain good standards of physical, mental and emotional wellbeing and be as fit as possible to participate in society, as may be evidenced by their active participation in health related regimes, therapeutic programmes, sustained high attendance and low drop out rates.
- Reflect on new experiences, make positive contributions to society, take responsibility for their personal actions and influence decisions relating directly to their future, as may be evidenced by their ability to engage in relationships, function effectively as part of a group and advocate their views to others.
Be a successful learner who wants to continue to gain the knowledge, understanding and skills necessary to improve their life prospects as may be evidenced by their rate of progress within accredited learning, a demonstrable sense of vocation and the ability to be purposefully employed.

Our curriculum aims to be: Pupil centred and individualised, interactive, creative, functional, immersive, enjoyable, reflective and responsive.

Pupils with SLD will have a focused curriculum - the 5 essential areas are:
- Communication
- Cognition / Learning Skills
- Independence skills
- Physical & Sensory Skills
- Social, Mental Health & Emotional Skills

These strands are the backbone of our curriculum. This is enriched with our broad topics, which run termly, or more flexibly depending on the needs of each class. Topic selection will be responsive to the pupil interest and provide a fully immersive experience, tailored to each individual. A class may, for example, follow a broad topic area for a term, but also participate in visits and celebrations.
### Role of the Teacher

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<thead>
<tr>
<th>Task Description</th>
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<tr>
<td><strong>Read Education Health Care Plan and identify Outcomes at the end of the EHCP document</strong></td>
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<td><strong>Parents/Carers involved at Annual Review in EHCP Outcome planning</strong></td>
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<td><strong>Break down EHCP Annual Outcomes into Plans for Learning Targets for Terms 6/1 OR 2/3 OR 4/5 (Use MAPP Document to assist in planning breakdown of Outcomes)</strong></td>
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<td><strong>Share PFL Targets with Parents and Carers so that learning outside of the school environment can support progress</strong></td>
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<td><strong>Plan focused opportunities for teaching and learning the skills needed to access a rich range of experiences</strong></td>
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<td><strong>Use the 3 Year Annual Cycle to give a topic overview.</strong></td>
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<td><strong>Use EQUALS schemes of work for curriculum delivery ideas.</strong></td>
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<td><strong>Give the pupils opportunities to practice and generalise their learning</strong></td>
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<td><strong>WOW! Days can be used to celebrate the start of a new topic to inspire learning</strong></td>
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<td><strong>Teachers to complete a termly plan (overview) / daily/weekly activity session sheet depending on the needs of the pupil / planning preference</strong></td>
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<td><strong>Specific lesson objectives are shared with Teaching Assistant Team</strong></td>
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<td><strong>Pupil observations are recorded by team as directed by teacher (Post Its / Photographic Evidence)</strong></td>
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<tr>
<td><strong>Class Teacher reviews observations to plan for next objective</strong></td>
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<tr>
<td><strong>Class Teacher leads a cycle of detailed observations and reflective practise and records in learning diaries / school work books / work files</strong></td>
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Pupils at Three Ways have personalised Plans for Learning. These PfLs have been designed in conjunction with families, teachers and therapists to break down the delivery (Term 6/1, 2/3, 4/5) of the Education Health Care Plan Annual Outcomes.

Plans for learning may be drawn from different pathways Route Map / MAPP as appropriate to the pupil eg if a pupil was at a cross over point between Route Map/MAPP.

Target setting will be informed by the use of a combination of formative and summative assessment tools, as appropriate.

The process for writing a PfL and deciding on the contents of the wider curriculum is a collaborative process. Families are seen as the experts of the pupil and play an essential role in agreeing the plan. Along with class teams, who have a thorough understanding of each pupil – interests, strengths and barriers, medical needs, developmental stage and learning level, the PfL is developed.

The PfL’s are used across the day by a range of professionals giving continuity contextualisation, therefore giving breath of approach and supporting pupils to achieve deep learning (Burnham & Coates 2005).

Objectives should focus on skills to be taught and then generalised / used in practical situations, whilst leaving opportunities for process learning and pupil led surprises.

Record keeping should be about a young person’s progress towards their plan for learning target AND how the pupils’ skills and understanding have developed in relation to their targets. Incidental and process led learning should also be recorded.

When reporting on SLD pupils BSquared will be used for School internal assessment data, annual reports to parents and Annual Review targets. When a P Level is required for the Annual Review, use the detailed P level descriptors.

Three Ways school has secured an extensive team of professionals to work alongside teachers and support staff, with all SLD pupils. They routinely participate in planning, target setting and assessing the pupils.