

# Three Ways School Curriculum Guidance

Draft 7: 17/07/18

## “Access to Achievement”



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# Introduction

If a child can't learn the way we teach, maybe we should teach the way they learn.

Three Ways School Governors and staff team are committed to providing a curriculum that meets the needs of our pupils. Having researched a wide variety of special school approaches, trialled strategies and projects at Three Ways and researched curriculum models, we believe that our curriculum ensures access to learning opportunities for all pupils.

Penny Lacey, an eminent figure in the field of special education, who worked to create a new curriculum based on a personalised approach to learning, suggested that a curriculum for young people with learning difficulties needs to be constructed around the “twin pillars” of “communication” and “cognition”. There needs to be a “move away from a National Curriculum perspective to a developmental perspective” she argues, with “communication” and “cognition” being the principal things which are explicitly taught. For many young people with learning difficulties, subjects such as history and music should serve to provide a context for learning “communication” and “cognition” rather than represent the focus of learning. However, the extent to which different learners with learning disabilities engage with the National Curriculum needs to vary, according to their attainment levels and nature of their SEN. In order to provide pupils at Three Ways with experiences that are relevant, interesting and challenging, and to identify opportunities for progression, we have adopted a curriculum structure which encompasses 3 broad levels: ‘pre-formal’ (prev. known as PMLD Curriculum), ‘semi-formal’ (prev. known as SLD curriculum) and ‘formal’ (prev. known as MLD curriculum). These terms, originally developed by Whitefield SAC (2009), offer a means of making subtle distinctions between not only groups of learners but also the degree of curriculum formalisation they will experience in either building the prerequisites for, or working within, a more ‘conventional’ National Curriculum type approach.

The levels are not defined by age, but by need and achievement; allowing pupils to move flexibly between levels at any point during their school career. Each level covers skills, knowledge and understanding across a range of areas of learning, and they are blended together, so as to facilitate a ‘learning flow’ between the three. Individual learning needs are further met through bespoke intervention programmes for enhanced personalisation.

## **The Three Ways Curriculum:**

**The Pre-formal Curriculum: (prev. known as PMLD Curriculum)** For learners with Profound and Multiple Difficulties (PMLD), working between P1 and P4, and at a developmental level of between 0 and 18 months.

**The Semi-Formal Curriculum: (prev. known as SLD Curriculum)** For learners with Severe Learning Difficulties (SLD), working broadly between P4 and end of KS1 expectations.

**The Formal Curriculum: (prev. known as MLD curriculum)** For learners with Moderate Learning Difficulties (MLD) working at P8/end of year 1 expectations or above in the National Curriculum.

Because of the personalised approach to the curriculum we are able to meet the needs of all our pupils. However some pupils receive additional funding e.g. Pupil Premium, the impact of any interventions funded through these is monitored to ensure that they support progress.

## Curriculum Overview

### **Pre-Formal Level (P1-P4)**

#### **Learning to Learn (Three Ways PMLD Curriculum)**

Pupils at very early levels of development (typically assessed at P1 to P3) access a curriculum that enables them to develop a sense of security in the school environment, which is comprehensible and meaningful to them. The focus is upon enabling them to establish positive interactive relationships with others, to proactively explore the world around them, gaining environmental control skills. All pupils will be given maximum opportunities to achieve the highest level of independence possible.

### **Semi-Formal Level (P4-End of year 1 expectations)**

#### **A Life Skills Based Programme (EQUALS)**

Pupils following our semi-formal curriculum learn best when learning is related to their own experience. Some may learn through play; others will learn more effectively through functional activities, and yet others will respond well to a topic-based approach. The curriculum content echoes the ground covered by the Early Years Foundation Stage, since this framework is not confined to those below the age 5, but rather, extends right across the school where pupils are functioning at P Levels 4 to end of year 1 expectations.

However, the teaching approach reflects the age and learning style of the pupils concerned.

### **Formal Level (End of year 1 expectations +)**

#### **Emphasising Life Need (An Adapted National Curriculum)**

Pupils experiencing our formal curriculum (those operating within the National Curriculum) access the range of National Curriculum subjects for their Key Stage, modified in the light of their developmental level and special educational needs. Specialist areas (the 'additional curriculum') are covered both within National Curriculum subjects and in discrete lessons (e.g. a pupil may be withdrawn to work on visual perceptual skills or independent mobility).

Life skills and independence skills will also form a large part of the curriculum. As the term 'formal' implies, there is a high level of structure. We nevertheless avoid making the formal curriculum too abstract; teachers ensure that learning is linked to practical activities and

consolidated and applied in practical sessions. Older pupils working at the formal level may pursue accreditation pathways (e.g. Entry Level/ Level 1/GCSE courses and exams); they follow the appropriate syllabus in each exam subject.

## Curriculum Aims

- Develop communication, cognition, physical development and independence
- Learning in real life contexts
- Playful and play based learning opportunities
- Creativity throughout the curriculum – Three Ways is a creative community
- 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 in a range of practical contexts to facilitate positive community access 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 our use of the THRIVE programme across school
- Embedding multi-agency team practice and delivery into everyday life at Three Ways
- Working closely with parents/carers
- 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. To have aspirational targets for our futures. Aiming for supported and independent employment, effective work experience and placements and supported or independent housing options. Most importantly to enjoy life and achieve our best possible outcomes.

## Chronological Progression

There needs to be breadth of learning throughout pupils' time at school, especially if they will be staying within the same learning cohort (pre-formal etc.). There should be variation in experiences / learning within a topic, whilst ensuring that the learning is developmentally appropriate.

Each pupil drives the direction and content of their own 'curriculum.' Whilst there may be whole school / phase / learning cohort 'topics', the planning, learning and delivery may differ between classes. Priorities based on Education, Health and Care Plan Outcomes (EHCP), broken down into Plans for learning targets, pupils' age, need, motivation and learning style will help build the curriculum.

# Curriculum Progression

## EYFS

Pupils in the Early Years Foundation Stage (EYFS) are usually in two mixed EFYS stage classes due to small numbers of children of this age in school. They may also join different Primary based classes depending on curriculum access needs. They follow the statutory EYFS framework (which also forms the basis of the semi-formal curriculum).

## The areas of learning and development

There are seven areas of learning and development that shape the EYFS programme. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Communication and language
- Physical development
- Personal, social and emotional development.

Pupils are also supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## Characteristics of Effective Learning

Throughout the EYFS curriculum, staff reflect on the characteristics of effective learning, which include:

- Playing and exploring - children investigate and experience things, and 'have a go';
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These characteristics of effective learning continue to be central to the Three Ways curriculum paths when pupils move on from EYFS

## Pre-Formal Curriculum

### Approaches to teaching and learning, we believe our pupils need

#### To be ready to learn...

It is essential that our pupils are comfortable and ready to learn. To enable this we have fewer structured 'taught' sessions to ensure that students' sensory, physical or care needs can be met and that our pupils are as functional as possible. We work with physiotherapists and occupational therapists to establish what this is.

#### To be as independent as possible...

Our pupils need support in many areas of their lives, however they need to be skilfully supported to be as independent as they can be. Independence is often read as independence in self-care skills. These are of course valuable and desirable, but our first goal is to enable pupils to be independent in their play, actions and discoveries.

*"Independence is not the ability to conform but rather the ability to take control over the experiences that go on around them, this is vital for our students in the pre-formal curriculum where they are likely to have limitations on their ability to be functionally independent in many areas" - Five Acre Wood School.*

For our pupils to develop and progress it is important that their actions need to be their own. Our staff are there to enable this. We need to ensure that our pupils do not develop 'learned helplessness'. This moment of discovery needs to be enabled and allowed.

*"When you teach a child something, you take away forever his chance of discovering it for himself". –Jean Piaget*

Whilst striving to achieve we need to allow our pupils to make mistakes in order to develop problem solving and persistence.

#### Time...

In order for the moment of discovery to come and real learning to occur, our pupils need us to wait and be given the time and space to process and discover.

#### Consolidation...

Repetition is key to building our pupils skills and understanding; within the structure of the day, sessions throughout the term and within the session itself. 'Burst-pause' and its repetition within most sessions give students the opportunity to communicate their preference. Consolidation for our pupils is key to their learning.

### Chronological Progression...

There needs to be breadth of learning throughout pupils' time at school, especially if they will be staying within the same learning cohort (pre-formal etc.) There should be variation in experiences / learning within a topic, whilst ensuring that the learning is developmentally appropriate.

Each pupil drives the direction and content of their own 'curriculum'. Whilst they may be whole school / phase / learning cohort topics, the planning, learning and delivery may differ between classes. Priorities based on EHCP and Plans for Learning outcomes, pupils' age, need, motivation and learning style will help build their curriculum.

### Appropriate and meaningful communication...

Communication is at the heart of everything we do. The curriculum includes frequent opportunities for the students to develop their communication skills, from being reactive to finding alternative ways to communicate with intent.

Being able to communicate our thoughts and intentions and to be responded to in an appropriate way, is one of our basic human needs. For our pupils, however, there are many and varied barriers to being able to achieve this. The complex needs that many of our pupils face, means that they may not be able to develop language skills in the same way as a 'neuro-typically' developing child.

Each individual's communication pathway will be unique. Pupils' communication styles and preferences are assessed and developed, with help and guidance from the Speech and Language team, so that communicative opportunities can be maximised. Vocalisations, movements, gestures and other non-verbal methods of communication will always be acknowledged as it is from here that pupils may be able to develop the building blocks for more formal methods of communication.

Some pupils will have great success with low tech ways to communicate and others with high tech equipment. For some, it will possibly be a combination of the two. Intensive Interaction, PDD books, eye gaze technology are all part of the palette of methods used to enable expression. The team work closely with home and class teams to assess when pupils are ready for different approaches and strategies. The SALT Team work closely with class teams to set 'Plans for Learning' outcomes and to assess progress and strategies implemented.

It is vital that, whilst working with our pupils, staff use language in a clear and succinct way. We always assume that, even when our pupils appear to be working at the earliest developmental levels, that they understand nothing and everything: We use key words, objects and environmental cues of reference and ensure appropriate processing time. At the same time, our language is always respectful (talking to our pupils in the first person and without talking 'about them') and we don't shy away from using complex language within the learning (choosing complex pieces of literature to represent during our 'Story' sessions, for example).

Moreover, we endeavour to understand where our pupils are 'at' to ensure that we don't ascribe qualities to responses that are unjustified or untrue.

*"Communicating with learners at their level, not just physically by working with learners on the floor or kneeling down if they are in wheelchairs, but also remembering that language can be a means of control by those who have it and against those who don't if we use it too much and without thought". Peter Imray and Viv Hinchcliffe, 2013*

### Assessment and recording

Whilst we always respect and acknowledge our pupils' achievements and actions, the curriculum for pre-formal learners is process not product driven. It is within this process that our pupils learn. We concur with the Bridge Curriculum that "Recording and reporting on progress is absolutely vital to the success of Process Based Learning and we strongly recommend that each teaching session ends with a plenary, where the whole class pauses the formal teaching process in order to celebrate success, record specific pupil progress, pick up areas of concern, and inform the next lesson".

The way in which our pupils learn, directly affects the way in which we assess our students' development. Each individual student is on their own 'learning journey'; and as such each pupil needs to be assessed on their own pathway.

With this in mind, the pupils' Plans for Learning will evidence the individuals' progress. For many of our pupils, their progress will not be able to be charted in a linear way but, they will show the developments in a more lateral sense and may show breadth and depth of learning.

In order to gain as broad a picture of the way our students learn as possible, we will be using "Evisense" to collect and collate clear information about individual pupils. (See assessment policy). Staff must be certain that the pupils are credited for what they can do by themselves and not what we interpret as being their true intent. Evidence for Learning

*"We often try to shield our fragile learners from failure and 'pretend' they have succeeded when they haven't... It is imperative that staff work with the learners to ensure that there is a deep and abiding understanding that making mistakes is entirely normal. Encouraging persistence means we are giving learners the opportunity to succeed on their own". Peter Imray and Val Hinchcliffe*

Once the evidence has been collated, we will choose from a 'basket of indicators' to map their development. Like all aspects of their development, these will be chosen with the individual in mind.

- Routes for Learning (Welsh D Of E, 2006)
- The Engagement Profile Scale (Carpenter at al. 2011)
- MAPP (The Dales School, 2011)
- EHCP Outcomes and Plans for Learning
- B Squared
- THRIVE progress data and action plans
- Discussions with Parents and Professionals

## What do we mean by Semi-Formal Curriculum?

The term 'Semi-Formal Curriculum' is based on the ideas of Penny Lacey (2011).

The semi-formal curriculum at Three Ways School is for children and young people with severe learning difficulties.

Severe Learning Difficulties (SLD): (Imray and Colley, in print)

- Consistently and over time working between P4 and at or below the end of KS1 expectations of the National Curriculum
- Have difficulties with communication
- Have difficulty with abstract concepts
- Have difficulties with concentration and attention
- Have difficulties with short and long term memory, sequential memory and have limited working memory
- Have poor general knowledge
- Have difficulties with problem solving
- Have difficulties with generalising understanding

Our Semi-Formal Curriculum has its own alternative curriculum areas, each designed to support the overall development of a young person with SLD. As a school we have decided to adopt the EQUALS SLD Schemes of work.



The general principles governing the schemes of work are that they are:

- Developmental in nature and open to personalisation – they start at the beginning of the pupils learning journey and aim for the highest level of independence possible
- Cover all stages of education but are not directly related to age of key stage – pupils fit into them according to their individual abilities, interests and learning journey
- Are not related to the National Curriculum, though the common language of the P Scales is occasionally used for ease of understanding

How does the Semi-formal Curriculum run through the school?

At Three Ways School, we use a topic theme (enclosed in this document) in order for our pupils to experience varied contexts for learning and encounter each of the foundation subjects within the UK National Curriculum

## How does the Semi-formal Curriculum run through the school?

At Three Ways, learners follow the Early Years Foundation Stage (EYFS) Curriculum (or a pre-formal curriculum if this is more appropriate) until the end of EYFS. Because of variable numbers of EYFS children in school, pupils in EYFS are integrated into Primary classes. As there is a great overlap between EYFS curriculum and the semi-formal (and formal) curriculum in school, the transition to the semi-formal curriculum at Key Stage 1 is seamless.

A developmental perspective informs the curriculum at Three Ways, where the starting point is each individual learner. The curriculum areas within our Semi-formal Curriculum therefore, address the priority areas relating to the development of young people with SLD: communication, cognition, self-care and independence. Many similarities and links can be seen with the prime areas of the EYFS Curriculum.

The curriculum at Three Ways is also cross-curricular. Through an annual plan of topics, children and young people experience varied contexts for learning, and encounter each of the foundation subjects within the UK National Curriculum. However, the definitive feature of our semi-formal curriculum is its own alternative curriculum areas, addressing the priority needs of our SLD population. Much of the teaching and learning will be through play and leisure and the school is adopting the Equals Schemes of work to structure this delivery.

This handbook details each curriculum area, within the school's semi-formal curriculum and the different strands within them, to support teacher planning.

## Our Curriculum Areas

Our Semi-Formal curriculum has its own curriculum areas, which are different to the subjects on the UK National Curriculum: My Communication, My Thinking and Problem Solving, My Play and Leisure, My Independence, My Creativity (Music/Dance/Art/Drama) The World Around me, My Citizenship, My Forest School, My Physical Well-being.

There are overlaps between our semi-formal curriculum areas and subjects on the UK National Curriculum. However, our semi-formal curriculum areas are designed to offer something totally distinct, to directly address SLD learning need, rather than an adaptation of the national curriculum in any form. It is as response to the small amount of available research into severe learning difficulties and our own reflections on teaching children and young people with SLD needs.

In a similar fashion to subjects on the UK National Curriculum, we have identified the component “strands” which make up each curriculum area. This is to give each curriculum area fuller definition, and to support classroom teams to plan, report, and set appropriate developmental learning intentions.

## Termly Themes

Termly topics are in place across Key Stages 1-5 to provide a context for learners to engage with the curriculum. The topics focus the topic delivery time and can be personalised to the needs of the pupils. Where relevant links to other areas can be used this is welcomed but we also strive to give teachers flexibility to personalise their curriculum delivery in a way that engages the pupils and motivates them to learn. Because the pupils are in mixed key stage classes, the themes have been planned for Primary and Secondary.

The annual topic plan has not been written to enable progression. Learning and progress is through the areas of the semi-formal curriculum. The annual plan of topics is about providing varied contexts for learning.

## Primary Curriculum Topic Cycle

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS</b>	All About Me	My World	Growing and Changing
<b>Cycle 1</b>	Me and My Body	Rubbish	Transport
<b>Cycle 2</b>	Food and Drink	Hobbies and Interests	Me and My Community
<b>Cycle 3</b>	Light and Sound	Seasons and Weather	Homes and Habitats
<b>Cycle 4</b>	How Things Work	Animals	Water
<b>Cycle 5</b>	People and Places	The Future	Journeys
<b>Cycle 6</b>	Making Choices	Space and Time	My Health

(During Year 2018/19 all Primary Yr1-Yr6 pupils will cover cycle 1 topics)

## Secondary Curriculum Topic Cycle

	Autumn	Spring	Summer
<b>Cycle 1</b>	Growing and Changing	Eco Warriors	Out and About
<b>Cycle 2</b>	Healthy Living	Land and Sea	Me and My Community
<b>Cycle 3</b>	How Things Work	World of Work	Global Awareness
<b>Cycle 4</b>	My Relationships	The Elements	Hobbies and Interests
<b>Cycle 5</b>	New Beginnings	Adventure	Help and Advice

**(During Year 2018/19 all Secondary Yr7-11 pupils will cover cycle 1 topics – with the exception of pupils on formal curriculum accreditation pathway. However, teachers teaching mixed Formal (MLD)/Pre-Formal (SLD) class groups may choose to use the topic across all pupil groupings. This principle also applies to PMLD/SLD class groups.**

## The role of play

Play will be taught every day both in and out of the classroom. For many it will form the bedrock of their education and exploration and will provide a strong platform for those who may progress on to more formal curriculum literacy and numeracy delivery in the future.

### Functions of play

- To learn new skills in a safe environment
- To explore own body and senses and the surrounding world
- To develop a safe understanding of emotions of both self and others
- To experience interaction with others
- To develop flexibility of thought
- To develop Theory of Mind

Those with SLD are unlikely to learn spontaneously and will find the art of generalising one learned experience of play into another very difficult (Athey, 2007). There are many aspects of free play in particular that those with SLD will find challenging, e.g. they will have difficulties with the abstract nature of creative play, they will have poor expressive and receptive communication skills and they may well have problems with flexibility of thought, perhaps engaging in rigid routines which prevent the development of play skills. They will be delayed in their understanding of representation, which is critical to symbolic play. The lists of limiting factors may explain why children with SLD struggle to play but the fact that they

struggle to play may also contribute to the establishment and continued existence of these limiting conditions. If we can teach children with SLD to play, we can help them to break into creativity, thinking, problem solving, formulating and maintaining relationships, purposeful self-engagement, narrative and storytelling, theory of mind and developing self-confidence, self-belief and self-esteem.

For those who are at the earliest stages of intellectual development, play and playing games . . .

“Are not time out from real work; they are the most intensive developmental work you can do”

**(Nind and Hewett, 2001; p66)**

Levels of Play

- Sensorimotor/exploratory
- Relational – exploring properties of objects
- Functional play – using as designed
- Symbolic or pretend play – using something to stand for something else
- Socio-dramatic – acting out situations with roles

**(Sherratt and Peter, 2002)**

This is not necessarily a linear process . . . . .

Social dimensions of play

- Solitary
- Parallel
- Shared
- Turn-taking
- Co-operative

There are two broad types of play that we aim to develop

- Free play – process based, fluid rules, child led, adult modelled and may cover all levels and social dimensions of play
- Structured play (games) – product based, rule bound, adult led, adult modelled

## How do we know if it is working?

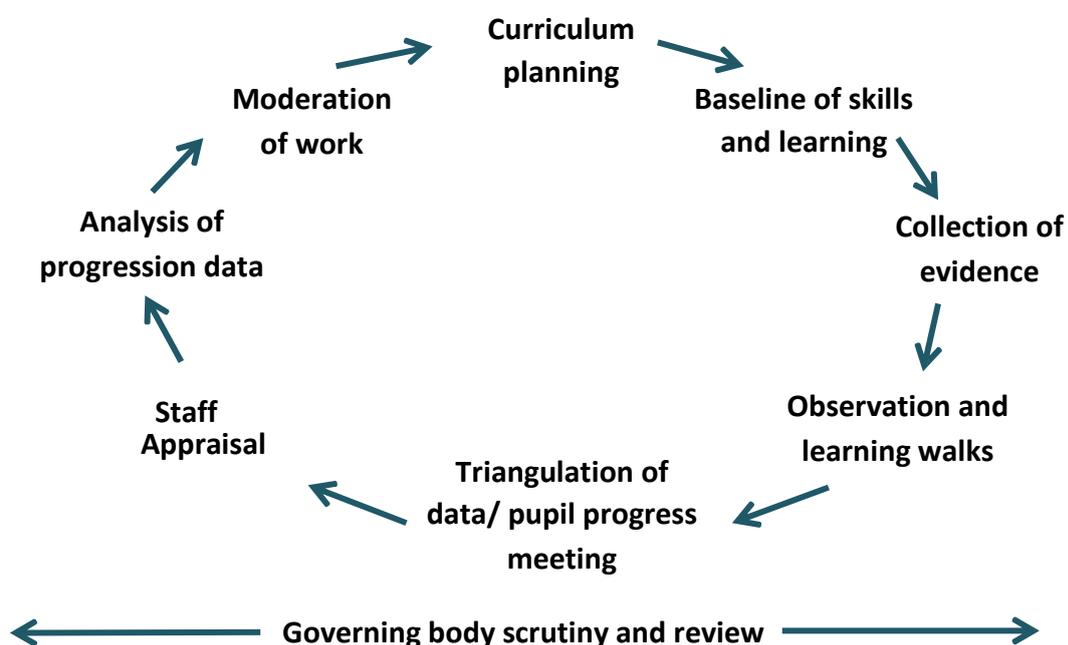
The curriculum is monitored and evaluated to ensure that it is working, through a rigorous quality assurance process. Pupil progress is discussed as part of the teacher's staff appraisal. Pupil progress meetings take place with the phase leader twice a year and include triangulation of available data and assessments, work scrutiny and observation/pupil voice.

School uses a 'basket of indicators' to capture the full picture of pupil progress. The range of measures and assessments used are different across the key stages in school. These measures include:

- 6/1, 2/3 4/5 Plans for Learning based on priorities in pupils' EHC plans for all pupils
- Development Matters for EYFS
- EYFS small steps
- MAPP
- Behaviour data – Individual Behaviour Plan progress
- Personal care and independent living records e.g. eating or toileting records
- Therapy targets
- Evisense recording evidence
- Externally accredited courses e.g. entry levels/Level 1/2, GCSE courses
- P levels and end of year NC expectations (however this is only a secondary measure, other measures more accurately demonstrate progress and attainment within the semi-formal curriculum)

In order to validate our assessments, teachers take part in cross school moderation and work scrutiny and samples of work are also moderated across schools as part of the BANES Special Schools' Assessment Group. Partnership working in place with Fosse Way Special School and Margaret Coates Unit. Further quality assurance is taking place as part of a BANES Moderation systems.

Monitoring and evaluating curricular impact



# Formal Curriculum

## What does it look like?

### English

- In the Secondary department the National Curriculum is followed, often in an adapted form.
- In the Post-16 department accredited courses are followed with a functional focus.



### Maths

- In the Secondary department the National Curriculum is followed, often in an adapted form.
- In the Post-16 department accredited courses are followed with a functional focus.



In the Primary department, pupils follow the pre formal or semi-formal curricula, differentiating for any more formal learners and including more formal subject specific teaching as appropriate.

In the first 3 years of the Secondary phase, staff continue to assess which pupils have the potential to become formal learners and meet their needs through differentiating the semi-formal curriculum. Our definition of a formal learner is a pupil who is most likely to gain accreditation at entry level 2/3 by the end of year 11 in English and Maths. There would be opportunity for review each year.

Pupils capable of achieving this higher level need to be encouraged to do so in order to access appropriate opportunities when leaving school, such as further education and employment.

Throughout the Secondary phase it will become apparent that some pupils will not be capable of achieving an Entry Level 2/3 qualification in English and Maths eventually. These pupils will still access English and Maths in order to maintain skills already acquired and to learn to apply knowledge and skills in functional ways. Alternatively, the outcomes of English and Maths sessions may be focused on developing skills such as independence or specific thinking skills such as problem solving.

We also recognise that there are those pupils identified as being on the “cusp”. These are pupils that may continue to follow a semi-formal curriculum with aspects of a more formal curriculum even if they are unlikely to achieve an Entry Level 2/3 qualification by the end of their school career. These students may demonstrate an aptitude or enjoyment in acquiring more formal skills and are still making progress.

We acknowledge that some pupils may not achieve this level of qualification in English and Maths but could in other areas of the secondary curriculum, for example vocational or independence skills. Pupils will be given this opportunity as appropriate.

**My Creativity:** Pupils access opportunities for creative development through Art, Design and Technology, Dance, Drama and Music. These may be taught discretely or through a cross-curricular thematic unit.

**My Thinking and How My World Works:** Pupils develop their knowledge and understanding of the world through accessing elements of History, Geography, Science and RE. Main objectives in this area centre on developing general knowledge. We believe our pupils need an awareness of world events both past and present as well as awareness of the world around them, both that which they can access and that which is remote. The key outcomes will not just be subject specific, but rooted in personal and social development and aimed at developing specific thinking skills.

**Me and My Body:** Pupils will access a wide range of physical activities aimed at promoting physical fitness and developing life-long interests and habits.

**Life skills:** The development of life skills is a primary aim in the formal curriculum as we aim to prepare our pupils for independent or semi-independent living. All pupils will access learning in the following areas:

Cooking, Shopping, Home management, Personal safety, Personal hygiene, Road safety, Independent travel, Dressing skills, Work experience / vocational skills, Social skills, Constructive use of leisure time, ICT at home and in the community. These skills can be accredited through the use of the ASDAN Personal and Social Development course or AQA Unit Award Scheme. **(Exploring trial of OCR Life and Living Skills Entry Level Course)**

**Thinking skills:** Developing thinking skills is a primary aim in all that we do. Thinking skills are the mental processes that we apply when we seek to make sense of experience. Thinking skills enable us to integrate each new experience into the schema that we are constructing of "how things are". Activities can include solving problems, making decisions, asking questions, constructing plans, organising information and creating objects. These skills are embedded into all areas

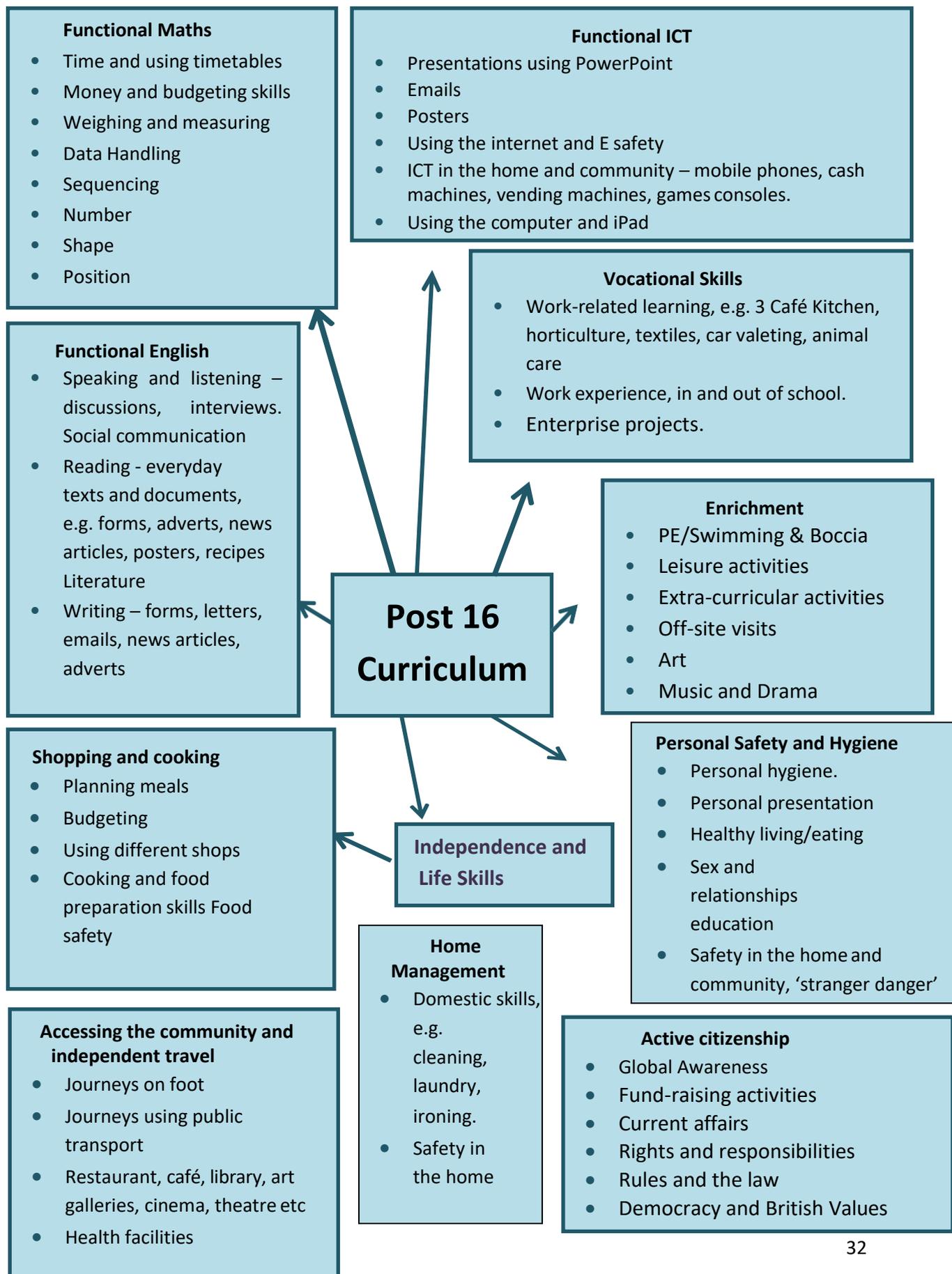
# Teaching of R.E.

R.E. remains a statutory subject in Key Stages 1-4. Religious education is taught to all classes, either through focussed R.E. lessons or integrated into other curricular areas and covers Christianity and other faiths. R.E. at Three Ways is included at an appropriate level. The aim of religious education is not only to learn about different religions and faiths, but also to help the students understand cultural differences and similarities, and to promote greater respect and tolerance of others.

Assemblies are used as an opportunity to share learning, spend time with each other and learn through music, reflection and celebration. It is therefore regarded as a valuable teaching and learning opportunity.

Whilst collective worship is broadly Christian in nature, it also focuses on other religious beliefs and festivals. We strive for an atmosphere of trust and respect where pupils can examine, question and further develop their thinking and come to their own religious decisions.

# Post 16 – delivered by AQA Unit Award Scheme Modules



# The Role of the Teacher at Three Ways School

Read Education Health Care Plan and identify Outcomes at the end of the EHCP document  
Pupils/Staff/Parents & Carers/Multi-Agency Teams involved at Annual Review in EHCP Outcome planning

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)

Share PFL Targets with Parents and Carers so that learning outside of the school environment can support progress

Plan focussed opportunities for teaching and learning. The annual topic plan gives a topic morning/afternoon plan but does not dictate all areas.

Use EQUALS schemes of work for curriculum delivery ideas. Give the pupils opportunities to practice and generalise their learning

WOW! Days can be used to celebrate the start of a new topic to inspire learning Teachers to complete a termly plan (overview) / daily/weekly activity session sheet depending on the needs of the pupil / planning preference

Plans for learning outcomes are shared with Pupils and Teaching Assistant Team  
Progress towards outcomes is monitored by Teachers/TA's during sessions through observations (See Assessment Policy)  
Pupil observations are recorded by team as directed by teacher (Post Its / Photographic Evidence uploaded to Evisense)

Class Teacher reviews observations to plan for next steps

Class Teacher leads a cycle of detailed observations and reflective practise and records through video evidence/ school work books / work files / observation notes depending on pupil needs

Curriculum highlights/local visits/group activities can be shared on Class DoJO (subject to pupil permission) to share classroom learning with parents/carers

# Our Assessment Pathways

Pre-formal	Semi-formal	Formal	Formal Accreditation KS4
Routes for Learning	MAPP	MAPP/Differentiated National Curriculum	Differentiated National Curriculum
Communication	My Communication	My Communication/Speaking and Listening Reading/Writing/Phonics	OCR Entry Level English
	My Independence	My Independence	ASDAN/OCR Life and Living Skills Careers
Cognition	My Thinking and Problem Solving	My Thinking and Problem Solving	OCR Entry Level Maths
Creativity	My Creativity: My Music, My Dance, My Art, My Drama	My Creativity My Music, My Dance, My Art, My Drama	OCR/Entry Level Art Music/Art/Dance/Drama
	My Forest School	My Forest School	ASDAN Life Skills
Physical	My Play and Leisure	My Play and Leisure	ASDAN/Duke of Edinburgh
	My Physical Well being	My Physical Well-being	OCR Entry Level PE/Level 1 Sports Leadership OCR Entry Level Cert. Life and Living Skills
	The World About Me	The World About Me	RE OCR Entry Level Cert. Geography/History OCR Entry Level Cert. Life and Living Skills AQA Unit Award Scheme Entry Level Science Food Technology: OCR Entry Level Cert. Life and Living Skills Design Technology: Entry Level AQA Unit Aware Scheme Food Hygiene Certificate
Social, Emotional and Mental Well-being	My Citizenship PSHE/SRE/THRIVE	My Citizenship PSHE/SRE/THRIVE	My Citizenship PSHE/SRE/THRIVE

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