

# The Bardwell School Curriculum Framework



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## Introduction

Welcome to the second edition of the Bardwell School Curriculum Framework. Our curriculum is a constantly evolving document as we respond to the ever-changing needs of our students. We aim to hone our approaches to teaching and learning through continuous professional development, underpinned by our commitment to continually improve as a school to provide the best outcomes for our students. As a non-label-led school, we believe that by getting to know our students as individuals, both in terms of their personalities and educational starting points, we are then best placed to plan for meaningful next steps in their development. With this document and our expertise as a guide, combined with the input of families, colleagues, and other professionals, we can consistently plan for challenging learning. The majority of this framework has been created by the Bardwell School teaching team but has also been informed by the work of colleagues at other special schools, notably Frank Wise School in Banbury and Swiss Cottage School in London.

As a values-based school, our values guide all that we do, whether that be interactions with our students, the way that we support our staff team, and our ambitions for our community at large. We know that all members of the Bardwell School team should be able to look to these values to help guide their professional practice.

We know that students learn best when learning is well-pitched, underpinned by high expectations, and delivered in a manner which is engaging for the learner. As teachers, we know that, generally speaking, our students are likely to benefit from repetition in order to embed and consolidate learning. That said, we also recognise the need for students to be able to transfer skills so that they do not simply rote learn tasks. Given that our approach is so highly individualised, for any given student in any given lesson the complexion of learning will look very different. Our teaching team, using the knowledge of the educational priorities of their students, must use their creative energies to plan and deliver lessons which account for the diverse needs of the students in their class. Therefore, while our timetable weightings stipulate the lessons which should be taught, we do not prescribe what should be taught and when as, to a large extent, this will be dictated by the needs of our students. By reviewing each student's strand of learning from year to year, teachers can ensure breadth of coverage as well as depth.

The framework is organised into five distinct parts. The Values, Principles and Approach section gives an outline as to how we approach working with our students at school. Our values are the first thing you will encounter here, given how fundamental they are to our work. Beyond this, there is some detail about how we plan for teaching and learning in the classroom and beyond, as well as our approach to assessment. Following this, the Curriculum Subjects section outlines the framework for each of the taught subjects in school. The Supporting Information section provides additional guidance on how to plan for learning in the classroom, while the Appendix collects key information such as the Early Development Tables and tagging codes for Multi Me. The final section Proforma contains examples of the templates we use across school when planning teaching and learning.

We hope you find this document illuminating. If you would like to find out more about our school and our work, please arrange a visit.

# Values, Principles, and Approach



## Our Mission and Values

*“To empower our students to go further in learning and life by recognising their strengths and providing a respectful environment that builds confidence, raises aspirations and equips them to succeed.”*

### **Bardwell School Mission Statement**

At Bardwell School we consider ourselves to be a values-based school. This means that our mission, aims and values underpin all developments and processes at the school, from our day-to-day interactions with the children to class team meetings. They provide the foundation for us to provide a positive, stimulating and challenging learning environment. Below you can read our values and what we do to ensure that we deliver on them through our professional practice.

**We believe** that our students learn best when lessons are based on their interests, strengths and abilities and are delivered in a positive, stimulating and challenging environment. Therefore we:

- plan and deliver teaching and learning that inspires our students
- set targets tailored to each individual
- reflect on our methods and approaches to ensure we always provide the highest quality education

**We believe** that our students are unique individuals whose qualities, personalities and achievements will be celebrated. Therefore we:

- celebrate their personal qualities and attributes.
- encourage students to express themselves
- share achievements with their peers and the wider school community.

**We believe** our students achieve best when families and the school work in partnership. Therefore we:

- maintain open and honest communication with parents and carers
- encourage frequency of contact with parents via parents evening, school events, email, phone calls and Multi Me
- work with students and their families to set meaningful outcomes that impact their lives in positive ways

**We believe** that our students should be encouraged and supported to achieve their full potential and to be as independent as possible. Therefore we:

- structure learning to enable achievement with carefully considered levels of support
- plan to decrease support at an appropriate rate in order to develop autonomy
- support students to reflect on their learning

**We believe** all students should have equal and inclusive opportunities where their learning is tailored to individual needs. Therefore we:

- identify small steps to success for all students
- understand the importance of repeating and consolidating learning
- build whole class inclusion links with mainstream partners

**We believe** that friendships and relationships are central to happiness. Therefore we:

- support students to develop positive relationships with their peers and members of staff
- provide inclusive learning experiences

- provide stimulating shared play and social experiences for our students

**We believe** that all of our students should be valued members of their communities and play active roles within them. Therefore we:

- seek meaningful opportunities for our students to participate in their communities
- promote the strengths and abilities of our students in the local community and beyond
- organise opportunities that enable our students to share their talents and skills

## Key Principles at Bardwell School

### Knowledge and understanding of the learner

All of our learners are unique individuals. It is essential that we understand their strengths and qualities if we are to challenge them in their learning. We are a non-label-led school and believe that the strength of our approach comes from our depth of understanding of our students.

- It is important to develop a deep understanding of each individual student as a person. This includes but is not limited to their communication skills, likes and dislikes, fine and gross motor skills, preferred ways of engaging, and their relationship with the wider learning environment.
- It is vital that we identify the existing capabilities of each student and use these as starting points to ensure that learning is accurately targeted, and progress is matched to high expectations.

### Positive relationships

Positive relationships grounded in mutual respect are the bedrock for any effective teaching and learning in the classroom.

- All staff work with all students in the class group at different times. The high adult-to-student ratio in classes facilitates a flexible approach in which we can dynamically plan for, and respond to, the needs of the learners in the classroom.
- Students learn from working with a range of adults. We want our learners to understand that their abilities and skills are transferrable and applicable across different individuals and contexts.
- Each adult brings a different set of skills and can support the students' learning in a different way whilst keeping routines and cues consistent. This consistency enables us to carefully build on the skills that learners have acquired to date while planning ambitiously and creatively for their future education.

### Time, repetition and anticipation

We understand that the learners we are working with are individuals and need different amounts of time to respond and react. When working with all of our learners we ensure that:

- They are given appropriate time to react and respond based on our deep understanding of them as an individual. Adults working with learners need to be acutely aware that they may need to wait for a reaction or response before continuing. A 10-second pause is our agreed

starting point as a school, though some learners will benefit from even more time to process the information that has been presented to them.

- The adult must wait before repeating a comment, question or instruction to allow learners time to process and respond/react/anticipate.
- Repetition is valuable in supporting learners to learn to react, respond and anticipate what is going to happen next.
- In interactions, staff ensure that the learner has opportunities to take the lead. This can empower the student and may encourage them to interact and communicate.
- Adults need to adjust the way that they present themselves when responding to the needs of our learners. This may involve a need to exaggerate and be larger than life or, conversely, to place an emphasis on quiet contemplation. We expect all staff to be able to dynamically assess their interactions with students and adjust their approach accordingly.
- It is important that adults bear in mind how transitions may impact students, and factor in how much time students may need to anticipate future events. This could be in the short term (what is going to happen in 5 minutes' time?), as well as the long term (which class will I be in after the summer holidays?).

### **Multi-sensory approach**

At Bardwell School, we understand that our learners will engage in their education in myriad ways. Rather than providing 'sensory' experiences for our students, we plan and deliver meaningful teaching and learning opportunities linked to their key developmental priorities, through a multi-sensory approach across the curriculum.

### **Age appropriateness and developmental appropriateness**

It is crucial that our learners are able to work towards their developmental milestones through age-appropriate experiences and materials. In order to meet this need, teachers will need to think creatively given the paucity of materials that cater for older students working at developmental levels that do not match age-related expectations. We have a responsibility to expose children to a variety of age-appropriate stimuli, themes and experiences.

- Remember that whatever the **developmental level** of the student they still have an **age-related** range of experiences. For example, they may well have been experiencing certain songs from the age of two. There are a wealth and variety of songs and activities to promote engagement and interest in our students. Variety should be carefully balanced with repetition.

- Repetition is vital when working with students at the early stages of development. This does not mean that the same activities are used throughout the school but that the same skills are used in different ways.

### **Whole-class approaches**

Generally speaking, we would not advocate the use of schemes or packages to be rolled out wholesale for any given lesson or curriculum area. This is because the needs of the students in any one class are likely so diverse that they lack the schemes lack the necessary specificity and detail that our students require. When using schemes or packages, as with any resource, careful thought and consideration should be given to the needs of the learner(s) and how they can be differentiated to enable students to be successful in their learning.

## School Day

We know that in order for our students to succeed every part of the school day needs to be planned with meticulous detail. Our long-term, lesson, movement and daily plans enable us to ensure that we are meeting the needs of our students across the long, medium and short term.

Although lessons are the most obvious place for learning to take place, we know that there are valuable opportunities to develop our students' skills and understanding across the whole school day. Feasibly, EHCP outcomes could be addressed at any time. In other cases, it may be useful to give students opportunities to work towards learning objectives outside of the controlled environment of a lesson. Teachers should think creatively about how they enable their students to meet their likely diverse learning, social and emotional needs with the time at their disposal.

### **9.00 – 9.30, The start of the school day**

Typically, the start of the day can be split into 2 parts:

**9.00 - 9.15:** During this time students arrive in class and will ordinarily focus on developing their independence, greeting their classmates, completing their physio programme, having their personal care needs met, or having shared play time.

**9.15 - 9.30:** During this time the class will ordinarily be together as a whole group, with the aim of building relationships across the class. As is the case throughout the day, we value every student by sharing and listening to everyone's contributions and focusing on the development and functional use of communication skills.

### **9.30 – 10:30, Lesson 1**

In line with the lesson plan for this session, the class team will deliver the planned teaching and learning for the hour.

### **10:30 – 11:00, Break time**

At break time, students will tend to have a drink or a fruit snack. Following this, classes move to the playground or, on a day when the weather is poor, remain in their classroom or another space indoors.

### **11:00 – 11:55, Lesson 2**

In line with the lesson plan for this session, the class team will deliver the planned teaching and learning for 55 minutes.

### **11:55 – 1:05, Lunch time**

Lunch time is split into two parts:

**11:55 – 12:30, Eating lunch**

During this time, students will eat their lunch with their class. These times are an ideal opportunity for students to develop their skills in eating and drinking, as well as a chance to communicate with their peers.

**12:30 – 1:05, Play**

Once the students have eaten their lunch, they will have the opportunity to have some time to play. Again, we view this time of day as an opportunity for students to develop and extend their learning and skills from the classroom.

**1:05 – 2:45, Lesson 3**

There is a certain amount of flexibility for classes in how they use Lesson 3. Ultimately, the third lesson of the day must last for a minimum of one hour. Beyond this, some classes may choose to extend said lesson until the very end of the day. Others may choose to use this time for Individual Work. Whichever option the class follows, there must be a plan which details the planned learning from 1:05 – 2:45.

**2:45 – 3:15, Choosing Time**

During this time, students will typically choose favourite toys, activities or peers to spend time with. Classes in the secondary school and The Lodge may opt to refer to Choosing Time as something more age appropriate such a 'free time'.

**3:15, Home**

As with the beginning of the day, classes should focus on maximising student independence when gathering their belongings, reflecting on the day's learning, and saying goodbye to their classmates.

## Planning, Teaching and Learning When Working Towards Outcomes

Outcomes are set for students on an annual basis as part of each student's EHCP process, in line with the school curriculum. They are set by the students' class teachers in consultation with the students' families, Subject Leaders and other professionals. They form the key educational priorities for the student for the next 12 months. Given that outcomes are set to be achieved across the course of a year, this will affect the scope of the target. As an example, if we were to take the below outcome:

*Prince will be able to solve addition calculations where the totals do not exceed 10 using mental strategies.*

The class teacher who is responsible for the student meeting this outcome may then decide to break this target into more manageable learning objectives that enable the student to achieve the objective within the 12-month period. Note that at the point of setting the outcome, the teacher should not stipulate how a target should be broken down; the class teacher who is due to support the student in meeting the outcome should be the one who decides how this should be done. This enables said teacher to plan for learning for all students within the context of their class across the entire school year.

If the child's learning were to be broken down, it could be done so in this way:

<b>Outcome</b>	Prince will be able to solve addition calculations where the totals do not exceed 10 using mental strategies.
<b>Autumn term objective</b>	Prince will be able to solve addition calculations where the totals do not exceed 10 with reference to objects.
<b>Spring term objective</b>	Prince will be able to solve addition calculations where the totals do not exceed 5 using mental strategies.
<b>Summer term objective</b>	Prince will be able to solve addition calculations where the totals do not exceed 10 using mental strategies.

These objectives would then need to be woven into the student's learning across the course of a year. In the above example, it may make sense to do this through a combination of Maths lessons and Individual Work. The above is an illustrative example. Teachers should always bear in mind the needs of the individual student within the context of their class when planning for teaching and learning.

### Planning, teaching and learning when working towards learning objectives

Learning objectives are set for students on a termly basis. Sometimes, these will be informed by the students' outcomes (as detailed above) but on other occasions will be created to meet the students' educational needs in the relevant curriculum area, in line with the class's long-term plan. When planning for learning outside of outcomes, teachers can refer to the student's prior

learning on Multi-Me in the relevant curriculum strand and use this to inform their next steps, using the Bardwell Curriculum Framework to guide their thoughts.

Unlike outcomes, learning objectives should be achievable across the course of a term. Therefore, this is a key consideration when making the objective SMART (specific, measurable, achievable, relevant, time-bound).

## Assessment and Recording Achievement

Effective assessment is vital to understanding and communicating student progress and achievement and setting appropriate learning objectives and outcomes. At Bardwell School we employ a variety of methods to record student progress. Broadly speaking, assessment will fall into two categories when working with our students:

### **Formative assessment**

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by teachers and teaching assistants to improve their teaching and by students to improve their learning.

### **Summative assessment**

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark. For many of our students, this will be the learning objectives that are set for them on a termly basis, or outcomes that are set on an annual basis.

Ways in which we assess our students are as follows:

### **Lesson-based assessments**

Each lesson plan that a teacher produces specifies an individualised learning objective for each student with accompanying success criteria. Teachers will assess each student's progress towards their objectives, informed by the success criteria, on a lesson-to-lesson basis using our assessment coding system (see appendix) to record what they have observed. Lesson-based assessments lend themselves to a formative approach, but teachers may choose to use summative assessments at checkpoints throughout the term. These judgements inform the summative assessments that we produce at the end of every term (see below).

### **Multi Me assessments**

At the end of each term, student achievement is recorded on Multi Me. Here, a combination of video, photographic and written evidence will capture the achievements that our learners have made. This is a particularly effective way to share information at EHCP meetings and with parents and carers at other times, whereby families can use these records to share their child's experience of school. Video footage is excellent to use as an assessment tool to monitor progress. These create an unequivocal record of how the student was able to demonstrate their skills in a specific context. The combination of text and images combine to provide us with an accurate record of learners' achievements. Furthermore, these give us an informed starting point when planning for future teaching and learning. Assessment entries are moderated by the Senior Leadership Team on a termly basis.

### **Baseline and subject-specific assessments**

In subjects across school, we have a range of diagnostic assessments that we can use to assess a child's skills in specific subject areas and strands. Some of these are in-house assessments (Fundamental Skills, Language and Communication, Maths) while others have been produced by other practitioners (Derbyshire Language Scheme). Using these assessments, in combination with classroom observations and feedback from families and other professionals, enables us to plan for future learning with an informed picture as possible. Ultimately, the more sources of information which we are able to triangulate, the more accurately we are able to plan for a student's next steps. Typically, these assessments will be completed within the first half term of students joining the school.

Examples of assessment proforma can be found in the appendix.

# Curriculum Subjects



## Teaching and Learning in the Early Years Foundation Stage

We aim to incorporate the EYFS curriculum alongside our Bardwell curriculum in order to best meet the needs of our students. Children attending Bardwell school have a range of strengths and areas of need which affect aspects of their learning and development and have an Education, Health and Care Plan which reflects this. Each student has a set of outcomes which we integrate into their learning objectives for lessons and activities throughout the day.

Many of our children respond better to structure and routine in order to learn and can find a large selection of resources and activities overwhelming, therefore the balance of adult to child led activities can appear different in our setting. Our curriculum is planned around individual objectives for each student, building on their experiences and preferences. Many of our activities are adult led but we also provide opportunities for students to extend their learning and rehearse skills learnt through further exploration and play, with a range of activities, resources and a level of adult support, as appropriate to their needs. These 'Learning through play' sessions build on learning in other lessons. This enables children to access experiences and activities they maybe cannot access on their own, due to their physical, medical or learning difficulties.

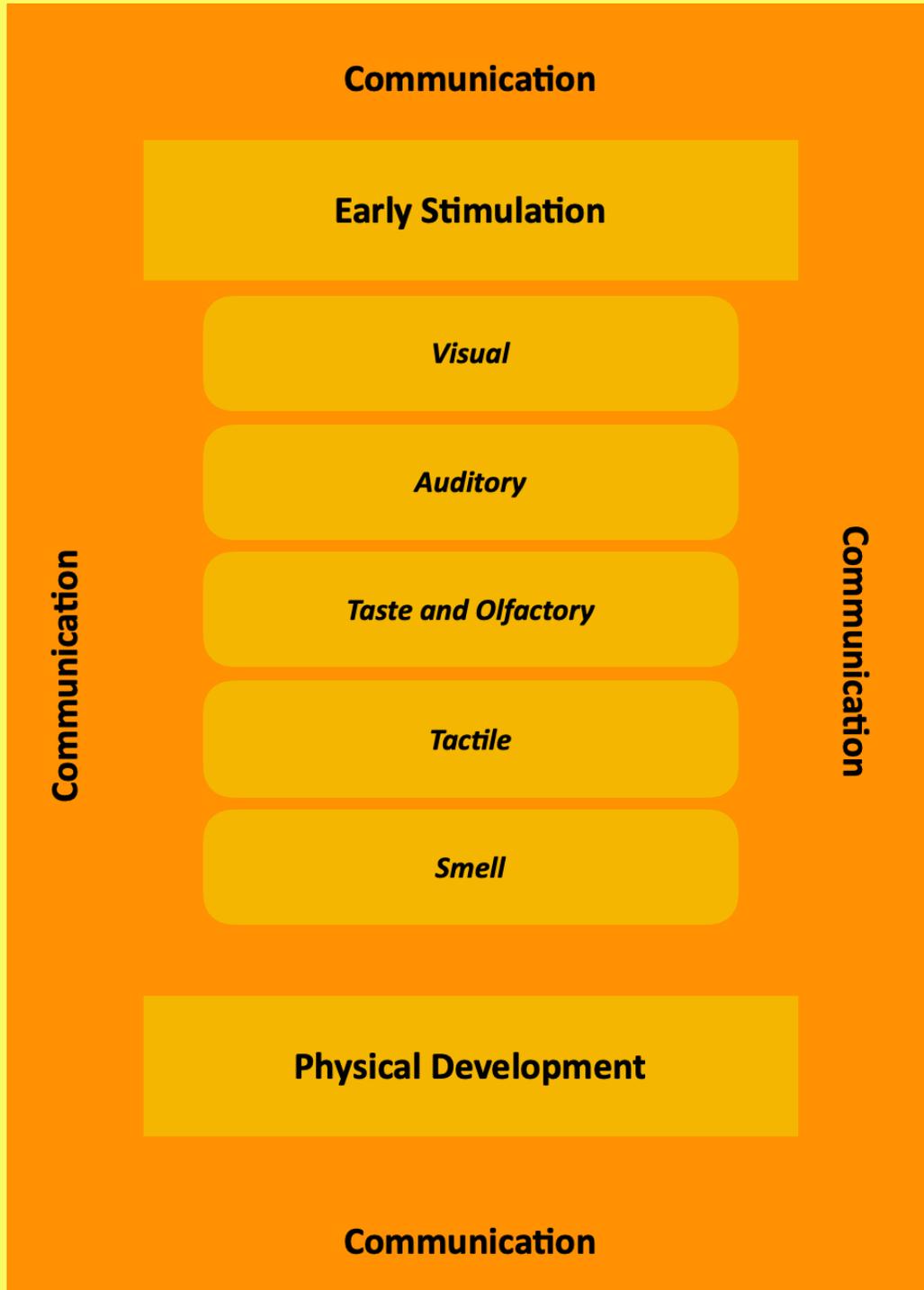
On-going formative assessment forms an essential part of every day, with observations and reflections recorded at the end of each session. This information is recorded on the online platform 'Multime', which provides opportunities to capture learning and development with video and photographic evidence alongside a narrative assessment for each objective. At the end of the EYFS this information is then used to inform the EYFS Profile assessment.

The following grid outlines how the Development Matters document links to our Bardwell Curriculum.

Area of Learning and Development	Aspect	Links to Bardwell Curriculum
<b>Prime Areas</b>		
<b>Personal, Social and Emotional Development</b>	Making relationships	PSHE, Language and Communication
	Self-confidence and self-awareness	PSHE, Language and Communication
	Managing feelings and behaviour	PSHE, Language and Communication
<b>Physical Development</b>	Moving and handling	P.E., Fundamental Skills (Fine Motor)
	Health and self-care	PSHE, Language and Communication, P.E.
<b>Communication and Language</b>	Listening and attention	Language and Communication, Fundamental Skills (Auditory Discrimination, Learning Responses)
	Understanding	Language and Communication, Fundamental Skills (Learning Responses)
	Speaking	Language and Communication

<b>Area of Learning and Development</b>	<b>Aspect</b>	<b>Links to Bardwell Curriculum</b>
<b>Specific areas</b>		
<b>Literacy</b>	Reading	Language and Communication
	Writing	Language and Communication, Fundamental Skills (Fine Motor)
<b>Mathematics</b>	Numbers	Mathematics, Fundamental Skills; Learning Responses, Short Term Memory, Visual Perception
	Shape, space and measure	Mathematics, Fundamental Skills (Learning Responses, Visual Perception), Language and Communication.
<b>Understanding the World</b>	People and communities	PSHE, Language and Communication, History, R.E.
	The World	Fundamental Skills (Visual Perception, Search Strategies Categorisation, Cause and Effect), Geography, Science.
	Technology	Fundamental Skills (Learning Responses, Categorisation, Cause and Effect), ICT
<b>Expressive Arts and Design</b>	Exploring and using media and materials	Language and Communication, Music, Art, Dance, Drama
	Being imaginative	Language and Communication, Music, Art, Dance, Drama

# Early Development



## Early Development

### What is Early Development?

The Bardwell Curriculum provides a guiding structure that allows us to meet the individual needs of the students. When we talk about Early Development we are referring to the formative stages of learning. When planning learning in Early Development refer to our Early Development Tables, found as an appendix to The Bardwell Curriculum.

Our Early Development curriculum has been informed by the work completed at the University of Birmingham relating to children with Severe, Profound and Multiple Learning Difficulties, Castlewood and Frank Wise School's curricula, the Early Years Foundation Stage Curriculum as well as the professional judgement of Bardwell School's teaching staff.

Progress for students may take longer and may be lateral when embarking on learning in Early Development, with students given time to consolidate and refine existing skills. We know that almost every student will continue to make progress when provided with developmentally matched educational opportunities delivered through inspiring teaching underpinned by high expectations.

Within the Early Development, students progress from **pre-intentional** behaviour, to **voluntary** behaviour, to **anticipatory** behaviour and finally to **intentional** behaviour.

Definition of Stages	What is the student learning?
<p><b><u>Pre-intentional behaviour</u></b>  <i>I do not know what is going to happen.</i>                      They will be aware of physical sensations such as hunger and will start to recognise their carers responding to physical stimuli such as smiles or vocalisations.                      Involuntary responses relate to a number of unpredictable changes in the immediate environment, these changes include:</p> <ul style="list-style-type: none"> <li>- Going from a warm to a cold environment.</li> <li>- Reacting to a loud noise.</li> <li>- Feeling uncomfortable physical feelings e.g. pain, hunger.</li> </ul>	<p>It is important to ensure that they receive positive emotional experiences, this is because there are learning about relationships with others.                      It is key that are responses are consistent to support their understanding and development of their own behaviours.</p>
<p><b><u>Voluntary behaviour</u></b>  <i>I can make something happen.</i>                      Students are purposefully doing something but they do not fully understand what they are doing.                      Voluntary responses relate to showing a consistent interest or disinterest in a stimulus, this can include:</p> <ul style="list-style-type: none"> <li>- Vocalising</li> <li>- Pulling the item towards or away from themselves</li> <li>- A change in facial expressions.</li> </ul>	<p>Learning that they have some control on their immediate environment which in turn has an effect on themselves.                      Students are beginning to learn that they can make something happen.</p>

<p><b>Anticipatory behaviour</b>  <i>I know something is going to happen and respond appropriately.</i>          Student start to recognise routines and learn that they can do something and something happens, this is the early stages of cause and effect. Anticipatory responses relate to evidence of short term memory, this is responding to a learnt pattern in a routine and anticipating the actions, examples include:          - During a physio programme or personal care routines, students may lift their arms up when someone supports to remove a t-shirt.          - Responding to a song at the appropriate moment.</p>	<p>Students are learning the early stages of memory recall and consistency in routines.</p>
<p><b>Intentional behaviour</b>  <i>I can make something happen independently and I know I can.</i>          Students recognise that their actions cause something to happen and that they are aware of this, often repeating the action a number of times consistently. Intentional behaviour shows a student linking an action with a consequence.          Students will act with intent and do so consistently, examples of this can include:          - Waiting for something to end before trying again e.g. using a latch-timed switch toy, letting the toy stop before they activate it again.          - Persevered by repeating an action e.g. lifting a loaded spoon and placing it down on the plate.          - Deliberately gaining attention from someone else e.g. vocalising, using an AAC so that someone comes to talk to me.</p>	<p>Learning that they can affect their immediate environment. Students also understand that they can initiate interactions developing an awareness that someone else can help them. They are learning that their actions gain a response.</p>

### Which other documents and sources do we use to support the Early Development Curriculum?

While the Bardwell Curriculum will be the starting point for the teaching team when planning new learning for the students in their class, we recognise that sometimes it is valuable to use other documents to guide our thoughts. Below is an outline of those documents and sources that we use most regularly when seeking another lens through which to view a child’s learning.

**Routes for Learning** is used to take into account the lateral progress our students make. The Routemap should be used to support ongoing assessment of communication and cognition. This information then helps teachers to plan appropriately to meet the needs of the individual. The Routes for Learning materials show a variety of pathways a student may take.

**Elklan** - Communication for children with Complex Needs (purple book). Breaks down language development into ages/stages and how to teach this development if it is not developing as expected. The table which records response to stimuli and the object exploration record sheet may be helpful.

**Intensive Interaction** (Dave Hewitt & Melanie Nind).

The **Switch Progression Road Map** offers step-by-step progression for switch users. Advice of how to use this and the most appropriate targets for switch users comes from our speech and language therapists.

**Tobii Eye-Gaze Learning Curve** - this is a document created by Tobii (and adapted as a recording method) created by Tobii to map the progress of eye gaze computer users.

**Affective Communication Assessment.** This assessment allows teachers to record the student's response to different stimuli however small e.g. head position, eye movements, mouth changes. Repeating this assessment allows teachers to look for consistent responses and start to use these to record like/dislike responses.

**Work with a range of other professionals** - we work closely with our Speech and Language Therapists, Occupational Therapists, Physiotherapists and our School Nurse. We also have support from the Visual Impairment Team.

**The three sections of the Early Development Curriculum are as follows:**

- Communication
- Early Stimulation (including Memory)
- Physical Development

## **Communication**

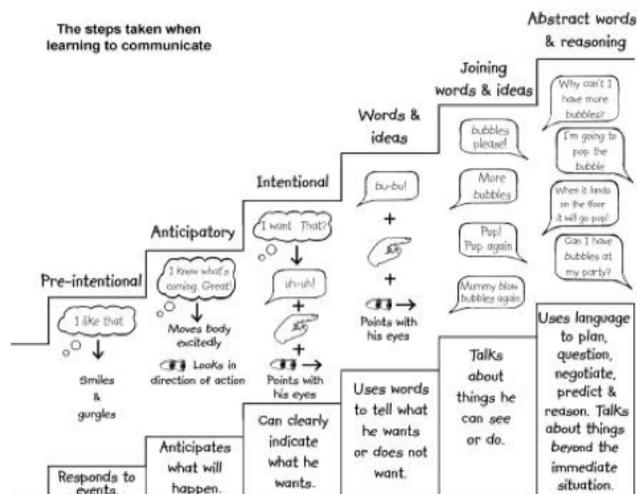
The Bardwell School Language and Communication curriculum provides the starting point for all teaching and learning in this subject area. Broadly speaking, we work to achieve a total communication environment. This means finding and using the right combination of communication methods for each student. This approach helps an individual to form connections, ensures successful interactions and supports information exchanges and conversations. A combination of methods may be used, which will reinforce one other and strengthen meaning for the individual. Some examples include the use of eye or body movements, using a head-operated switch, or eye-pointing at symbols on an E-tran frame. Please refer to the Language and Communication section of the curriculum for a thorough outline of how we plan for learning in this curriculum area.

### **The importance of communication**

The most important initial steps towards communication is for our students, to understand that certain movements, glances/looks and sounds can produce a result and that this result can be beneficial to them. These initial early communications are a response to changes that our students experience, either within themselves or from the situation around them. Ultimately, we want our students to be able to share information, needs, feelings and desires with people (Elks and McLachlan 2007).

### **Steps taken when learning to communicate**

The development of communication can be seen as several distinct stages. Generally, the pattern of development can be observed in all children but the rate at which students progress from one stage to another can vary considerably. Elks and McLachlan (2007) developed a table to show the steps taken when communicating (see diagram 1).



Early Communication is focused on the first three stages of learning to communicate which includes **Pre-Intentional**, **Anticipatory** and **Intentional** communication.

What follows here is guidance about each stage of learning and gives an outline of how to deliver, record and identify next step progress of learners following the Early Communication Curriculum.

### Bardwell Early Communication Curriculum

At the initial stages of developing the Early Communication Curriculum at Bardwell, it was identified that there was a significant fourth stage missing from the steps taken when learning to communicate. **Voluntary** communication has been added and is detailed in the document below. It was identified that students' communication progresses from **Pre-Intentional** communication, to **Voluntary** communication, to **Anticipatory** communication and finally to **Intentional** communication.

Pre-intentional Communication		
Definition of Stage		What is the student learning?
<p style="text-align: center;"><b>I do not know what is going to happen</b></p> <p>Pre-intentional or involuntary responses relate to a number of unpredictable changes in the immediate environment, these changes include:</p> <ul style="list-style-type: none"> <li>- Going from a warm to a cold environment.</li> <li>- Reacting to a loud noise.</li> <li>- Feeling uncomfortable physical feelings e.g. pain, hunger.</li> </ul>		<p>It is important to ensure that they receive positive emotional experiences, this is because there are learning about relationships with others.</p> <p>It is key that the responses are consistent to support their understanding and development of their own behaviours.</p>
WHAT is being communicated?	HOW is it being communicated?	Examples of communication skills
<p>Basic and usually automatic responses to changes either in body or in the immediate surroundings.</p> <p>Response signals are: <i>like, dislike and wanting</i></p>	<p>They will be aware of physical sensations such as hunger and will start to recognise their carers responding to physical stimuli such as smiles or vocalisations.</p>	<p>Can focus either on a person or object.</p> <p>May respond to adult smiling, watching.</p>

## Voluntary Communication

Definition of Stage		What is the student learning?
I can make something happen		
<p>Voluntary responses relate to showing a consistent interest or disinterest in a stimulus, this can include:</p> <ul style="list-style-type: none"> <li>- Vocalising</li> <li>- Pulling the item towards or away from themselves</li> <li>- A change in facial expressions.</li> </ul>		<p>Learning that they have some control on their immediate environment which in turn has an effect on themselves.</p> <p>Students are beginning to learn that they can make something happen.</p>
WHAT is being communicated?	HOW is it being communicated?	Examples of communication skills
Communicating an understanding of making something happen.	Students are purposefully doing something, but they do not fully understand what they are doing.	Students will make voluntary actions to communicate

## Anticipatory Communication

Definition of Stage		What is the student learning?
I know something is going to happen or make something happen and respond appropriately		
<p>Anticipatory responses relate to evidence of short-term memory, this is responding to a learnt pattern in a routine and anticipating the actions, examples include:</p> <ul style="list-style-type: none"> <li>- During a physio programme or personal care routines, students may lift their arms up when someone supports to remove a t-shirt.</li> <li>- Responding to a song at the appropriate moment.</li> </ul>		<p>Students are learning the early stages of memory recall and consistency in routines.</p> <p>Student start to recognise routines and learn that they can do something, and something happens, this is the early stages of cause and effect.</p>
WHAT is being communicated?	HOW is it being communicated?	Examples of communication skills
<p>Communication that shows an understanding of routines and can anticipate what will happen.</p> <p>The student will signal likes, wants and dislikes.</p>	Students will vocalise and use a range of speech sounds. The student uses a narrow range of non-verbal communication.	Student will start to anticipate and may initiate interactions as they begin to recognise the routine.

## Intentional Communication

Definition of Stage		What is the student learning?
I can make something happen independently and I know I can		
<p>Students will act with intent and do so consistently, examples of this can include:</p> <ul style="list-style-type: none"> <li>- Waiting for something to end before trying again e.g. using a latch-timed switch toy, letting the toy stop before they activate it again.</li> <li>- Persevered by repeating an action e.g. lifting a loaded spoon and placing it down on the plate.</li> </ul>		<p>Learning that they can affect their immediate environment. Students also understand that they can initiate interactions developing an awareness that someone else can help them. They are learning that their actions gain a response.</p>

- Deliberately gaining attention from someone else e.g. vocalising, using an AAC so that someone comes to talk to me.		
WHAT is being communicated?	HOW is it being communicated?	Examples of communication skills
<p>Students recognise that their actions cause something to happen and that they are aware of this, often repeating the action a number of times consistently.</p> <p>The student will show purposeful 'messages' without words to convey meanings such as: It's gone, more, stop, I want to..., it's nice, it's horrid.</p>	<p>Intentional behaviour shows a student linking an action with a consequence.</p> <p>Wide range of non-verbal communication e.g. vocalisation, facial expressions, hand gestures and whole-body movements.</p>	<p>Communication is dependent on another person responding to a message as if it has real meaning such as turn taking, repetitive games and joint attention.</p>

## Early Stimulation

Responses to a range of stimuli may be observed over long timescales in order to observe and then teach more refined responses. This may be carried out in combination with a study of preferences as demonstrated by consistent responses with the long-term aim of teaching students to use these responses to communicate intentionally. The Early Development tables (see Appendix A) will help to guide a teacher's thoughts when planning for learning in these areas.

**Visual** - To focus on or track visual stimuli without there necessarily being an interpretational factor to the response.

**Auditory** - To listen to or turn to auditory stimuli without there necessarily being an interpretational factor to the response.

**Taste and Olfactory**- To respond to taste/smell stimuli without there necessarily being an interpretational factor to the response.

**Tactile** - To respond to tactile stimuli without there necessarily being an interpretational factor to the response.

**Memory** – *To begin to recall and anticipate events and stimuli.*

## Physical Development

Occupational Therapists, Physiotherapists and Bardwell School's Physical Development Lead should be asked advice to support individual students with their physical development. Please refer to the Physical Education section of the curriculum for a thorough outline of how we plan for learning in this subject area.

## Fundamental Skills

Learning  
Responses

## Early Reasoning Skills

Search  
Strategies

Cause and  
Effect

Visual  
Perception

Auditory  
Discrimination

Fine Motor  
Skills

Colour

Shape and Size

2D-Rep

## Conceptual and Reasoning Skills

Categorising

Temporal  
Sequencing

Short-Term  
Memory

## Fundamental Skills

The overall aim of the Fundamental Skills curriculum is to provide our students with the prerequisite skills necessary for effective learning throughout the rest of the curriculum. Whilst the acquisition of these skills is the priority of this curriculum area, there is an emphasis on our students' development and enjoyment of learning through developing these skills, which for some students may take many years of making small but meaningful steps.

Generally, it is accepted that many children assimilate these skills as part of their development at an early age and do not need to have them formally taught to them in a structured way. However, children with learning difficulties may only learn cognitive skills if they are purposefully taught in order to fill identified developmental gaps.

There are 8 strands in Fundamentals Skills curriculum. These are:

- **Learning Responses**
- **Finer Motor Skills**
- **Short-term Memory**
- **Cause and Effect**
- **Visual Perception**
- **Auditory Discrimination**
- **Categorising**
- **Temporal Sequencing**

All children learn differently so this section should not be seen as a checklist to be achieved before moving on but may be a useful tool to identify gaps in learning if a student's progress in other areas is slower than expected.

This curriculum area also provides a framework for enabling students who progress through our Early Learning Curriculum to transition to other areas of the curriculum, as they develop the requisite skills and knowledge. To facilitate this, there is an intentional cross over between Early Development Skills and Fundamental Skills.

Teachers also consider carefully how robust further developmental progression is, if the skills in this area of the curriculum are not firmly embedded, ensuring students are developing transferable skills and knowledge and not learning to complete tasks without the underlying understanding.

### **Learning Responses**

The aims of this strand are:

- To be able to give eye contact to the task in hand
- To be able to transfer eye contact from adult to task and back again as appropriate
- To be able to point at an object or picture on request
- To be able to give an object to an adult on request
- To be able to put an object into a container on request
- To be able to transfer objects from one container to another

Many students with severe learning difficulties do not immediately understand the type of response which is required of them in the learning situation. Very often, before it is possible to teach even the simplest cognitive skills it is necessary to establish that children can complete the above tasks.

It is only when these good working practices are established that it is possible to move on to basic matching and identifying, in the knowledge that the child has a reliable method of response.

Very often, it is most logical to teach early learning responses as a bridge between early development and learning across the rest of the curriculum, given that the skills within this strand will enable a child to give more reliable responses in a range of learning scenarios.

### **Finer Motor**

The main aim of this strand is to refine hand/eye co-ordination and the development of useful manual skills, leading to the functional use of pencils, scissors, paintbrushes, tools and household implements.

These skills would be developed through learning to make a range of movements of increasing complexity, beginning with manipulating objects, mark-making, drawing a straight line on a page in varying directions, working through drawing basic shapes to forming letter shapes. Similar processes would be carried out for using scissors and other basic household tools.

### **Short-term Memory** (sometimes referred to as a working memory)

The overall aim of this strand is to develop the short-term memory skills required to complete further learning.

This would initially be taught by encouraging the children to recall an object or picture that they have been shown or had time to interact with, after it has been hidden for just 5 seconds. Both the length of time and the number of objects would be gradually increased, although only through adjusting one variable at a time.

Once it is clear that the children can recall items using the visual cues, their skills may be extended through asking them to remember increasing numbers of words presented verbally over greater time periods, thereby developing their auditory recall.

It is important to note that when teaching this skill, the students may need to visit the tasks briefly and intermittently rather than rehearsing repeatedly, in order to promote clear thinking.

### **Cause and Effect**

The overall aim of this strand is to develop the concept that an action or initiative can have a direct linked effect upon something else.

This would be taught through a range of activities using various resources including instruments, balls, bricks and switches connected to ICT equipment.

### **Visual Perception**

Each sub-section of visual perception has its own overall aim.

Colour - To match, identify and name colours, and to discriminate between shades.

Shape - To match, identify and name basic shapes, and to match irregular and complex abstract shapes requiring closer visual discrimination.

Size – To match, identify and name objects according to their size: ‘big’, ‘little’ and ‘middle-sized’, and to match objects according to their size working with greater ranges requiring closer visual discrimination.

2D Representation - To recognise that a two-dimensional photograph or picture can represent a three-dimensional object, or group of arranged objects, progressing from coloured photographs, through coloured illustrations to black and white illustrations.

### **Auditory Discrimination**

The overall aim of this strand is to discriminate between everyday sounds and relate them to their source.

This would include identifying them, for example, by selecting a corresponding photograph, and, where appropriate, naming them. This may develop from individually heard sounds to recalling and repeating sequences of sounds including non-verbal everyday sounds (musical instruments or recorded), individual words and later single-syllable speech sounds.

### **Categorising**

The overall aim of this strand is to be able to categorise objects or pictures according to given criteria.

Initially, the students work with simple concepts, for example sorting animals and vehicles. Once this knowledge and understanding has been consolidated, more abstract groupings, such as items associated with a particular task or room, will be introduced.

Once these basic concepts have been established, students will work on defining which item does *not* belong with other items presented, firstly with items that are otherwise identical and later with objects that are similar in function or association but visually different.

### **Temporal Sequencing**

The overall aim of this strand is to recognise and understand that certain events have a natural sequence that must be logically followed.

Developing this understanding begins with placing just two or three pictures that depict a sequence of events into the order that reflects how they would occur in everyday life. It may well be taught using photographs of the student themselves carrying out a familiar or favoured activity in the first instance and then they would progress to organising a sequence of photographs showing unfamiliar people and settings.

Over time, students would move on to working with sets of photographs showing a greater number of stages to the sequence of events. In all instances, students would be taught to organise the photographs in a horizontal line, working from left to right in order to establish this important concept that lies at the foundation of reading and writing.

# Language and Communication

Language and Vocabulary Skills	Functional Communication Skills	Social Communication/ Pragmatic Skills
Attention and Listening	Making requests for objects	Preferences and opinions
Nouns	Making requests for activities, assistance or information	Non-verbal communication
Verbs	Greetings	Taking turns
Linguistic Concepts (inc. Adjectives & Adverbs)	Instructions	Play and exploratory learning
Prepositions	Questions	Emotions and feelings
Pronouns	Narrative skills	Conversation skills
Personalised reading		Abstract communication: idioms, metaphors, similes and humour
Personalised writing		

## Language and Communication

The guiding principles of the language and communication curriculum are;

- **To provide a curriculum that meets the specific needs of our students.**
- **To ensure the functional use of language and communication are at the heart of everything we do, so that it is relevant and useful for our students.**

The language and communication curriculum for Bardwell school is designed to support the development of key skills, such as vocabulary acquisition alongside developing the application of these skills in functional and social situations. Targets from speech and language therapists are addressed within the language and communication lessons but may also stand alone as ‘Individual work’ or a specific objective for a student which is worked on throughout the day. The curriculum consists of 3 main sections;

- **Language and Vocabulary skills:** Focuses on key elements of language development- many of our students need these taught explicitly because they are not able to necessarily pick them up incidentally.
- **Functional communication skills:** Focuses on enabling our students to learn key skills for requesting things they want or need and learning how to interact appropriately in different situations.
- **Social/pragmatic communication skills:** This is an area which many of our students find challenging and again need support to understand the social conventions and expectations in order for them to fulfil their potential in society.

In order to ensure breadth of coverage, teachers are encouraged to select a unit from each of the 3 sections per term, in line with the language and communication needs of their cohort of students and taking into account EHCP outcomes and speech and language therapy targets. We are currently reviewing our provision of reading and writing skills at Bardwell, but our aim is to develop a curriculum which specifically meets the needs of our students and where appropriate, allows them to have success at reading and writing at whatever their level.

### **Developing language and communication skills**

Language and communication skills develop in stages. Generally, the pattern of development can be observed in all children but the rate at which students’ progress from one stage to another can vary considerably. Elks and McLachlan (2007) developed a table to show the steps taken when communicating (see Figure 1).

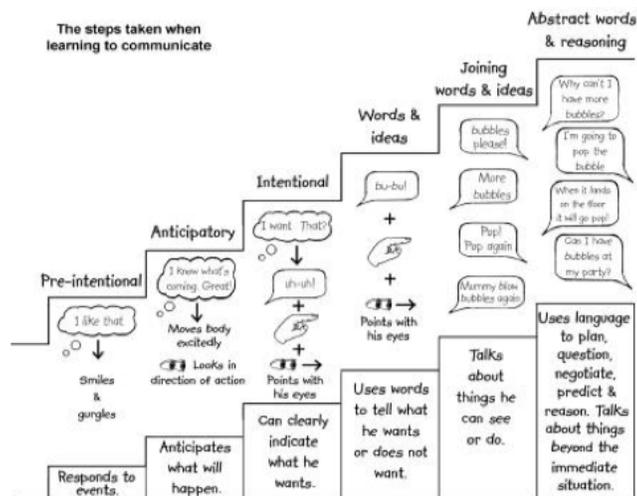


Figure 1 - The steps taken when learning to communicate

We have described the key milestones within early communication as React and respond, Respond and anticipate, Anticipate and interact, Interact and communicate. Using these broad stages, we have identified examples of what we might expect to see at a particular level of communication development and what the student is learning before considering ways in which we can support this learning in order to develop a student's communication skills. These guidelines are used alongside the language and communication curriculum and other areas of the Bardwell curriculum to support our students who are at the earliest stages of their language and communication development.

## **Assessment**

High quality assessment is key for supporting our students to reach their potential with their language and communication skills. Students are assessed using the Derbyshire language scheme materials, which provides a detailed level of comprehension in the form of the amount of Information Carrying Words (ICWs) a student can comprehend and also helps to identify possible next steps to work on. Alongside this, teachers carry out regular language sampling to support their knowledge of a student's expressive language skills. Students are observed during a free play or social situation, and a written sample of what they express is recorded. Using this information alongside other assessments gathered from language and communication lessons and general daily interactions, we are able to develop a picture of where each child is and to identify their next steps. For some of our students we might use the 'Pre-Verbal Communication Schedule' which provides a broad assessment of how and why a student communicates and by mapping this information we are again able to identify possible next steps or areas of development. In conjunction with our detailed assessments for all curriculum areas on 'Multime', we are able to build up a detailed assessment of where every student is. Each class has a language and communication assessment file available for all staff to access, which contains student's assessment records and an overview of the receptive and expressive language levels for each student in the class. Staff are encouraged to regularly reflect on the levels of language and communication for all students and seek further assessment where appropriate.

## **Total Communication Environment**

Language and communication are integral to everyday life and there are opportunities to support and develop a student's communication skills throughout the school day.

A 'Total communication environment' checklist is provided to support the application of a set of standards to ensure a high-quality language and communication environment for our students.

This includes details of how we aim to ensure consistency by maintaining these standards.

We aim to provide a total communication environment for our students to support their receptive and expressive language skills. Every class has a visual timetable with Boardmaker symbols for each curriculum area to support their understanding of the order of the day and reduce anxiety about what is happening next. Every class has a large white board on which the timetable is displayed, alongside the day of the week and where appropriate a 'Now and next' board, ensuring consistency for our students as they move through the school.

Makaton signing and Boardmaker symbols are used across school to support student's understanding of language and communication and for some students to enable them to communicate their needs. Some of our students have communication books, consisting of 'Boardmaker' symbols or key words for vocabulary relevant to them, to enable them to communicate their needs and wishes, whenever necessary.

Augmentative and alternative communication (AAC) aids might also be used by some students to support their communication skills, such as Proloquo2go or switches. Teachers work closely with the speech and language therapists to ensure students have a system most relevant to their needs.

## **Key principles of support**

We have identified a range of approaches which we might employ in order to support the development of our student's language and communication skills. The list is by no means exhaustive but many of these principles can be used both within lessons and throughout the school day to support our students.

- **Waiting time;** We recognise that many of our students need a considerable amount of time to process information given to them. We use a guide of a '10 second' minimum waiting time, to ensure students are given the time they need to process and respond as appropriate. Knowing our students well, means staff recognise the differing amounts of processing time different students might need.
- **Signing;** Language acquisition is supported through the use of Makaton sign language, both for key parts of the day, specific lesson vocabulary and throughout the routines of the day.
- **Objects of reference;** Objects of Reference are objects that are systematically and consistently used, alongside the spoken word with a student, to represent people, places, objects and activities. We are due to review our provision of 'Objects of reference' during the academic year 2020/21, in order to develop consistency across the school.

- **Copying/recasting;** We model correct language and sentence structures by recasting a mispronounced word or sentence. For example if a child said “I goed to park” the adult might say “Oh, you went to the park?”
- **Descriptive Commentary;** This strategy might be used when working alongside a student perhaps in a play situation, to provide the language which might be used in a given situation. For example, if a child is playing with some toy animals, the supporting adult might model animal sounds and names or describe what they are doing, taking into account the student’s level of understanding or ICW level.
- **Choices;** Offering choices provides students with the vocabulary they need and allows them to communicate their needs or wishes.
- **Match +1;** In this strategy, adults support students who might be expressing language at a particular word level by imitating the language used and adding one other word to embellish the language and model a more complex sentence. For example, if a child was playing with a car and said, ‘car go’, the adult might say ‘car goes fast’ or ‘car is stopping’.
- **Interaction;** We encourage students to look at the person speaking to them and work to develop eye contact. For some of our students this can be challenging but we encourage and promote the social norms of looking at people when you communicate wherever possible. Alongside this, we work to engage with students by following their lead, joining in with their activities in a non-invasive manner and where appropriate imitating actions and sounds to encourage them to engage and enjoy social interaction and showing we value their interactions and contributions. Taking the principles of ‘Intensive interaction’ and aiming to develop the fundamentals of communication, we work to enhance each student’s social communication skills sometimes in targeted sessions and throughout the school day.
- **Specific language and communication support interventions;** Following consultation between the speech and language therapists and class teachers, some students might use a specific language programme in order to develop a particular skill or area of communication. Examples include, Colourful Semantics, Shape coding, TACPAC, specific speech sound production activities or use of symbols.

## Language and Communication Curriculum Framework

Receptive and expressive Language and vocabulary skills	Receptive and expressive Functional Communication Skills	Receptive and expressive Social Communication/Pragmatic skills
<ul style="list-style-type: none"> <li>❖ Attention and listening</li> <li>❖ Nouns</li> <li>❖ Verbs</li> <li>❖ Linguistic Concepts (Inc. Adjectives &amp; Adverbs)</li> <li>❖ Prepositions</li> <li>❖ Pronouns</li> <li>❖ Personalised reading</li> <li>❖ Personalised writing</li> </ul>	<ul style="list-style-type: none"> <li>❖ Making requests for objects</li> <li>❖ Making requests for activities, assistance or information</li> <li>❖ Greetings</li> <li>❖ Instructions</li> <li>❖ Questions</li> <li>❖ Narrative skills</li> </ul>	<ul style="list-style-type: none"> <li>❖ Preferences and opinions</li> <li>❖ Non-verbal communication</li> <li>❖ Taking Turns</li> <li>❖ Play and exploratory learning</li> <li>❖ Emotions and feelings</li> <li>❖ Conversation skills</li> <li>❖ Abstract communication; Idioms, Metaphors, Similes, Humour.</li> </ul>

*\*Teachers should try to ensure a balance of units from the 3 sections above, across the year, according to the needs of their class.*

## Early Communication Development

	What might we see?	What is the student learning?	How can we support this?	Possible activities/Resources
<p><b>React &amp; Respond</b></p> <p><i>Pre-intentional or involuntary responses that relate to a number of unpredictable changes in the immediate environment.</i></p>	<ul style="list-style-type: none"> <li>• Reacting when basic needs are met (e.g., crying stops when given food).</li> <li>• Reacting to changes in the environment e.g., a loud noise, going from warm to cold spaces.</li> <li>• Noticing and responding to stimuli, especially people.</li> <li>• Responding to familiar people.</li> <li>• Responding to familiar sounds and early familiar and frequently used words (brrm, woof, mum)</li> </ul>	<p><b>Children begin to learn to communicate by reacting to and then responding to stimuli, which include people.</b></p>	<ul style="list-style-type: none"> <li>• It is key that the responses of a communication partner are consistent to support the understanding and development of their own behaviours.</li> <li>• Clear assessment to establish exact responses from student and identify known liked/disliked activities.</li> <li>• Establish purposeful behaviour by creating highly responsive environments.</li> <li>• Start with a small range of stimuli, to establish initial responses.</li> <li>• Gradually increase the different kinds of stimuli. Include motivating, rich and varied stimuli</li> </ul>	<ul style="list-style-type: none"> <li>• Routines</li> <li>• Focussed observations by adults</li> <li>• TACPAC</li> <li>• Sound boards</li> <li>• Different textures to explore</li> <li>• Interactive stories</li> <li>• Intensive interaction</li> <li>• Flashing objects</li> <li>• Musical instruments/toys</li> <li>• Bright, noisy objects</li> <li>• Different smells</li> <li>• <i>'Affective Communication Assessment,' Coupe O'Kane &amp; Goldbart.</i></li> <li>• <i>'Pre-Verbal Communication Schedule'.</i></li> <li>• <i>'Routes for Learning'</i> documents.</li> </ul>

			<p>in the environment.</p> <ul style="list-style-type: none"> <li>• Use a range of routine activities in exactly the same way to encourage anticipation.</li> <li>• Use of burst-pause pattern of activity to encourage student to notice start and end of the stimulus.</li> <li>• Respond to potentially communicative behaviours so that the child becomes aware of their communicative purpose.</li> </ul>	
<p><b>Respond &amp; Anticipate</b></p> <p><i>Voluntary responses relate to showing a consistent interest or disinterest in a stimulus</i></p>	<ul style="list-style-type: none"> <li>• Responding in a consistent positive or negative way (e.g. smiling or turning head away).</li> <li>• Responding differently to different people.</li> <li>• Responding to their own name (stopping, turning, looking).</li> <li>• The student making something happen independently.</li> </ul>	<p><b>Students are learning that they have some control over their immediate environment which in turn has an effect on them.</b></p> <p><b>They are starting to recognise routines and learn that they can do something, and something will happen, which is the early stages of cause and effect.</b></p>	<ul style="list-style-type: none"> <li>• Encourage students to notice people.</li> <li>• Use the student's name in routines, games, songs etc.</li> <li>• Encourage early turn-taking of sounds, responses etc</li> <li>• Imitate their actions/sounds to set up 'conversations'.</li> <li>• Use burst-pause in interactions to encourage responses</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive interaction</li> <li>• Songs, rhymes, games</li> <li>• Scarves to 'hide' faces</li> <li>• Musical instruments</li> <li>• Play games which involve co-operation and turn taking.</li> <li>• Play interactive games such as 'your turn, my turn', with objects or instruments.</li> <li>• Noisy toys which require an adult to work them</li> </ul>

	<ul style="list-style-type: none"> <li>• Early turn-taking with another person, e.g. exchange of sounds or actions/movements.</li> <li>• Starting to show anticipation of familiar games and activities.</li> <li>• Clearly enjoying being with other people.</li> </ul>		<p>and anticipation.</p> <ul style="list-style-type: none"> <li>• Maintain consistency of responses.</li> <li>• Consistency of vocabulary, e.g. more, yes or no?</li> <li>• Use of some less favoured activities to elicit clear signs of dislike.</li> <li>• Sabotage techniques- toys out of reach to encourage communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Toy animals which make noises</li> <li>• Objects which people can blow, e.g. feathers, bubbles, balloons.</li> <li>• Microphones/echo toys</li> <li>• Resonance boards</li> <li>• Switch resources</li> </ul>
<p style="text-align: center;"><b>Anticipate &amp; Interact</b></p> <p><i>Anticipatory responses relate to evidence of short-term memory, this is responding to a learnt pattern in a routine and anticipating the actions</i></p>	<ul style="list-style-type: none"> <li>• Acting with more intent and more consistently.</li> <li>• Student might lift their arms when someone supports them to get dressed.</li> <li>• Responding to a familiar song at the appropriate moment.</li> <li>• Actively engaging in interactive games, (1:1)</li> <li>• Indicating that they would like 'more'.</li> </ul>	<p><b>They understand that they can initiate interactions and that their actions gain a response.</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar songs- leave gaps for them to fill.</li> <li>• Boxes, containers etc to 'hide' objects.</li> <li>• Sabotage techniques to create situations where they have to 'ask' for what they want.</li> </ul>

<p style="text-align: center;"><b>Interact &amp; Communicate</b></p> <p style="text-align: center;"><i>Students will act with intent and do so consistently</i></p>	<ul style="list-style-type: none"> <li>• Showing preferences, likes/dislikes, in an intentional and consistent way.</li> <li>• Indicating 'more' and 'no more' in a consistent way e.g. consistent sound or action.</li> <li>• Purposefully interacting with familiar people, possibly to get their needs met, e.g. get a drink or toy they want.</li> <li>• Attracting attention from someone else.</li> <li>• Sharing joint attention of an object or toy.</li> <li>• Initiating a social game.</li> <li>• Making "conventional" gestures, e.g. points to something, nods head for yes.</li> <li>• Vocalising and making a</li> </ul>	<p><b>They understand that they need to communicate to get their needs and wants met and also to share experiences.</b></p>	<ul style="list-style-type: none"> <li>• Use a range of different stimuli to enable children to show their preferences. Repeat favoured and non-favoured activities so they can practise showing 'like' and dislike'.</li> <li>• Use burst-pause way of working to encourage student to indicate that they want 'more' of something.</li> <li>• Offer choices of objects- one they like, one they dislike, then move onto two things they like.</li> <li>• Use of symbols and/or signing</li> <li>• Vocal imitation. Encourage vocalisations, by imitating any sounds they make. Introduce new sounds in an exaggerated way.</li> <li>• Use of descriptive commentary, Match +1 and</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive games and songs</li> <li>• Switches with recorded phrases/messages</li> <li>• Talking photo albums</li> <li>• Access to BMS, photos to use in their communications.</li> </ul>
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	<p>range of sounds with a clear and consistent purpose and intent.</p>		<p>recasting words and phrases to develop vocabulary.</p> <ul style="list-style-type: none"> <li>• Record their sounds and play them back to them.</li> <li>• Use of symbolic sounds- animals, vehicles etc</li> <li>• Listen for any sounds that are actual words or 'proto-words' (approximations of words or personalised words) and repeat them often in routines and games.</li> </ul>	
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## Language and vocabulary skills: Attention and listening

*Attention and listening are closely linked and develop alongside each other. Students will be using these skills throughout the day and there are numerous opportunities for working on the skills during everyday routines. As a guide the following table outlines the development of attention and listening skills. Further guidance can be found by looking at the Fundamental skills assessment for 'Auditory discrimination'.*

Attention level	Effect on language
<b>Level 1: 0-1 year</b>  Child very distractible. Attention fleeting.	Child cannot attend to what you say.
<b>Level 2: 1-2 years</b> Child can attend to own choice of activity for a longer period of time but cuts self-off from everything else.	Your speech interferes with the activity the child is doing. Child needs to ignore you to concentrate.
<b>Level 3: 2-3 years</b>  Still single channelled attention but begins to attend to adults	Child can listen if he stops activity and looks at adult. Needs adult help to do this.
<b>Level 4: 3-4 years</b>  Single channelled but more easily controlled	Child looks automatically when adult speaks. Can shift attention from task to speaker
<b>Level 5: 4-5 years</b>  Integrated attention for short periods of time	Child no longer needs to look up when adult speaks. Can listen at the same time as working or playing.
<b>Level 6: 5-6 years</b>  Integrated attention well established	Child listens and attends well in class

*Ref: Cooper, Moodley and Reynell, 1978 'Helping Language Development*

### Curriculum Links

- When focussing on attention and listening skills, students could also be developing their comprehension and expression of information carrying words. Dependent on their level of comprehension and expression of nouns, verbs, concepts etc, activities could be planned to extend their current ICW level whilst working on their listening skills.
  - Musical activities also lend themselves to focussed listening activities.

## Language and vocabulary skills: Nouns

- Children typically develop comprehension and expression of nouns first and there are certain categories of nouns which tend to be learnt first. The list is not exhaustive and does not develop in any particular order. When beginning working on a set of new words, consideration should be given to the relevance for the student as well as their motivation/interest in the category. The following selection are considered to be some of the first nouns children learn and further categories would be extensions on these, for example different animals or foods.

### Comprehension and expression

People	Body parts	Clothes	
Baby	Eyes	Bag	Socks
Daddy	Feet	Coat	Trousers
Mummy	Hair	Dress	Jumper
Man	Hands	Hat	Boots
Woman	Mouth	Pants/knickers	
Family and pet names	Nose	T shirt	
	Toes	Shoes	
	Tummy		

Toys/Common objects	Animals/World.	Food and related items		Home
Ball	Bird	Apple	Milk	Bed
Bike	Cat	Biscuit	Orange/juice	Chair
Bricks	Dog	Cake	Raisins	House
Bus	Chicken	Dinner	Water	Table
Car	Cow	Plate	Banana	Brush
Doll	Duck	Bowl	Crisps	Soap
ipad	Fish	Fork	Yogurt	Towel
Teddy/Bear	Pig	Knife		Bath
Book	Rabbit	Spoon		Shower
Box	Flower	Sweets		Toilet
Paper	Tree	Chocolate		TV
Pen/Pencil	Horse	Chips		
Glue		Sausages		
Scissors		Cup		
Bubbles		Drink		
		Ice cream		

## Language and vocabulary skills: Verbs

*The first verbs students tend to acquire are those which they have most experience of and can relate to, such as eating, drinking, sleeping etc. The following sets of verbs are taken from lists of the words children generally learn first. Students need to demonstrate sound comprehension of the verbs before being expected to express them. Verbs should be introduced at the earliest opportunity as students need verbs alongside nouns, in order to build sentences.*

Comprehension	Expression	Examples/Notes
Drinking	Drinking	<p>There is no set order for the development of these early verbs and it is important to choose those with the most meaning and use to the student. It can be useful to work on them in sets, such as in the ideas below.</p> <p><i><u>Ideas include;</u></i></p> <p><i>Cooking</i></p> <p><i>Sand and water play</i></p> <p><i>Construction activities</i></p> <p><i>Play session</i></p> <p><i>PE/Fitness session</i></p> <p><i>Creative activities</i></p>
Eating	Eating	
Playing	Playing	
Clapping	Clapping	
Sleeping	Sleeping	
Go	Go	
Stop	Stop	
Running	Running	
Walking	Walking	
Jumping	Jumping	
Throwing	Throwing	
Kicking	Kicking	
Hitting	Hitting	
Washing	Washing	
Digging	Digging	
Pouring	Pouring	
Swimming	Swimming	

Riding	Riding	
Sitting/Sit down	Sitting/Sit down	
Pulling	Pulling	
Pushing	Pushing	
Reading	Reading	
Dancing	Dancing	
Singing	Singing	
Painting	Painting	
Cutting	Cutting	
Cooking	Cooking	
Brushing	Brushing	
Laughing	Laughing	
Crying	Crying	

*Verb tenses are introduced for students who are working at ICW level 4+*

<b>Comprehension</b>	<b>Expression</b>	<b>Examples/Notes</b>
Irregular past tenses	Irregular past tenses	<i>Verbs which don't have 'ed' in their past tense, e.g. Ate, swam, sang, felt, went, met, built.</i>
Past tense verbs with 'ed' ending.	Past tense verbs with 'ed' ending.	<i>Walked, jumped, cooked.</i>
Auxillaries with 'ing' (Am, Is, Are)	Auxillaries with 'ing' (Am, Is, Are)	<i>I'm jumping, He's laughing, They're dancing</i>
Future tenses	Future tenses	<i><u>Subject + Shall/will + verb</u> e.g. "We will watch a film on Friday".</i>
Modal verbs in past	Modal verbs in past	<i>Should have, would have, could have, e.g. "She should have left earlier"</i>

Past Perfect tense	Past Perfect tense	<i>Includes <u>Subject + had + past version of verb</u> e.g.” I had seen it before/ I have been to Oxford /He had finished his dinner”.</i>
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## Language and vocabulary skills: Linguistic Concepts

*Linguistic concepts are relational words which describe attributes (e.g. colour, size, texture, shape) or time or position. This would therefore include work on adjectives and adverbs. Due to their abstract nature, they are words which many of our students may not naturally acquire and therefore need to be explicitly taught. They help children to become more specific in their understanding and use of language. In order for a student to be able to use these concepts in their spoken language, they first of all need to have a good understanding of what these concepts are and what they mean.*

*The document by Ann Locke (1985) 'Living Language Programme', as detailed below, shows how words are grouped in four levels of increasing difficulty and unfamiliarity. The levels are not rigid, and teachers should use their judgement about the next steps for a child, but the chart provides a guide as to what could be taught next. The author intended this list to be taught once children have a basic vocabulary of around 100 words. Once beyond the vocabulary on this list, students could explore more complex adjectives, adverbs and prepositions as appropriate to their individual needs.*

Comprehension	Expression	Example/Notes
More	More	<i>These 6 concepts come before level one on the table below and would usually be introduced as part of the first 100 words a child acquires.</i>
Down	Down	
Up	Up	
In	In	
On	On	
Big	Big	

## Developmental progression of linguistic concepts

Ref: Ann Locke's Living Language Programme (Locke, 1985)

*\*Items added in red are Bardwell additions.*

	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
<b>QUALITY</b>	like	same/as, too	different, new, very	almost, old
<b>COLOUR</b>	blue, green, red	black, white, yellow	colour, orange, pink, purple	dark/er, light/er, plain, striped
<b>TEXTURE</b>	hard, soft	cold, dry <i>hot, wet</i>	furry, rough, smooth, warm	(none at this level)
<b>SOUND</b>	noisy, quiet/ly	loud/ly, soft/l	(none at this level)	high, low
<b>SHAPE</b>	dot/spot, line, round	circle, flat, square	cross, triangle	corner, curved, diamond, oval, rectangle, shape, slant/slope, straight
<b>SIZE</b>	heavy, little	empty, fat, full, long, small, biggest	large, light, short, tall, thin, bigger, fattest, heaviest, longest, smallest	deep, narrow, shallow, thick, wide, fatter, heavier, longer, smaller, largest, lightest, shortest, tallest, thinnest
<b>MOVEMENT</b>	fast, slow/ly <i>stop, go</i>	moving, quick/ly, still	(none at this level)	jerky, smooth
<b>QUANTITY</b>	a bit, all, a lot, some	another. any, many, no more, as much as	about, both, every, few, half, most, nearly, only, other	each, enough, equal, fewest, less, much, none, part, plenty, several, unequal, whole
<b>SPACE</b>	by, inside, off, out, over, to, through, under	around/round, away, behind, bottom, forwards, in front of, near, next to, outside, straight, top	back, backwards, beside, between/ in-between, far, front, high, low, middle, side, together, towards	above, across, against, apart, below, facing, row, sideways, upright
<b>TIME</b>	again, now	after, soon, today	always, before, later, yesterday	early, late, never, once, sometimes, tomorrow, twice
<b>NUMBER</b>	one, two	three, four, five, first, next	number, second, third, last	(none at this level)
<b>PERSONAL QUALITIES</b>	good, happy, naughty, sad	bad, hungry, nice, pretty, silly	cross, frightened, kind, thirsty	clever, excited, pleased, unkind

## Language and vocabulary skills: Pronouns

*Learning pronouns is a complex process and although children may acquire them in a different order, the list below shows the order they typically emerge in. In general, they would need to be understanding at around a 4ICW level in order to be able to comprehend pronouns thoroughly. Nouns, verbs, prepositions and linguistic concepts would be a priority before pronouns unless especially pertinent to a child.*

Comprehension	Expression	Examples/Notes
I	I	<p><i>These first 11 pronouns would typically be acquired by around 3 years of age.</i></p> <p><i>Students will require a lot of modelling of this language in order to acquire it and use it correctly.</i></p> <p><i>Ideas could include using boy and girl dolls, puppets, pictures etc and identifying items which belong to them.</i></p>
it	It	
Me	Me	
My	My	
Mine	Mine	
You	You	
Your	Your	
She	She	
He	He	
We	We	
Yours	Yours	

They	They	<p><i>The remaining pronouns would typically be acquired from around 3 years of age and beyond. Some children may have a mixed selection of pronouns, depending on their experiences and language support. For example, children working at a lower language level may well use ‘myself’ such as when saying ‘I do myself’.</i></p>
Us	Us	
Hers	Hers	
His	His	
Them	Them	
Her	Her	
Its	Its	
Our	Our	
Him	Him	
Myself	Myself	
Yourself	Yourself	
Ours	Ours	
Their	Their	
Theirs	Theirs	
Herself	Herself	

himself	Himself	
Itself	Itself	

## Functional Communication skills: Requests for objects

*Students will have opportunities to make requests throughout the school day such as at snack time, lunch time, choosing time and playtimes. This is linked to choice making and asking questions. Students will work with their given choice arrays and level of understanding of ICWs, according to their needs. Teachers should differentiate the objectives to indicate the choice arrays and/or the level of 'Information Carrying Words' a student is working at.*

Comprehension	Examples/notes	Expression	Examples/notes
To be able to pass an object to a familiar person on request, in response to "Can I have ..."	<i>Important to be mindful of objects you choose. If they are too 'interesting', a student may be reluctant to pass it to the adult.</i>	To be able to request a motivating item (noun) from a familiar person.	<i>It is important to establish what things motivate each student, so that they have a strong incentive to request the items.</i>
To be able to pass an object to a specific person on request, in response to "Give to..."	<i>This builds on the previous skill, but also requires the student to locate the person they need to pass something to.</i>	To be able to request a motivating item (noun) from an unfamiliar person.	<i>Once they can confidently request from a familiar person, students need to learn to generalise this skill with other people.</i>
To be able to pass an object to an unfamiliar person on request.	<i>Examples could be handing over a ticket for the bus or money to buy something.</i>	To be able to request a required object from a familiar person, (for example pencil for an activity)	<i>This could form part of activities such as art/crafts, sports etc.</i>
To be able to give a selection of items to a familiar person.	<i>Links to Fundamental skills- Short term memory, as it is dependent on students being able to remember and recall the items.</i>	To be able to request a required object from an unfamiliar person, (for example an item in a shop).	<i>Consider asking people around school first, perhaps in another class, before moving out into the community.</i>
To be able to give a selection of items to an unfamiliar person.		To be able to request a selection of items from a familiar person.	<i>Links to Fundamental skills- Short term memory, as it is</i>

		To be able to request a selection of items from an unfamiliar person.	<i>dependent on students being able to remember and recall the items.</i>
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## Functional Communication skills: Requests for activities, assistance or information

*These types of skills might come under the umbrella of a unit of work on Shopping, Directions, Eating Out or a Social activity. Students will work with their given choice arrays and level of understanding of ICWs, according to their needs. Teachers should differentiate the objectives to indicate the choice arrays and/or the level of 'Information Carrying Words' a student is working at.*

Comprehension	Examples/notes	Expression	Examples/notes
<p>To be able to carry out an action on request, e.g. "sit down" or "give me the book".</p>	<p><i>Starting with simple, single requests, students would then move on to more complex requests, working at the ICW level appropriate to them. This could therefore include requests such as "Put your diary and lunchbox away".</i></p>	<p>To be able to request 'more'.</p>	<p><i>Students may respond through signing, gestures, symbols or verbally. The activity needs to be highly motivating in order to encourage them to request 'more'.</i></p>
		<p>To be able to request help with achieving something.</p>	<p><i>Students might ask for help with functional tasks such as doing up their coat or to open something. Initially, they might just say, sign or pass a symbol saying 'help', before moving on to an extending phrase detailing what they want help with, for example "Help with my coat."</i></p>
		<p>To be able to request an activity (verb).</p>	<p><i>This could include students requesting what they might like to do at choosing time, during a play</i></p>

			<i>session or art activity. For example, "Can I do painting?"</i>
		To be able to request a preferred person (noun) with which to carry out an activity.	<i>This builds on the previous objective by adding in a person to the request. For example, "Jack, play football with me".</i>
To be able to request 1 piece of information from a familiar person. e.g. "Where is the toilet?" and be able to recall information from the exchange.			Here students would be asked to show they have understood what they have found out, by recalling it, either verbally, through signing or AAC. They would start by asking familiar people and once they are confident with this, would move onto unfamiliar people.
To be able to request 1 piece of information from an unfamiliar person. e.g. "Where is the bread?" and be able to recall information from the exchange.			
To be able to request information from a familiar person and conclude the conversation or action appropriately.			This would involve students learning about the social conventions of asking people things, in that you would conclude the request with a phrase such as 'Thank you for your help'. Again, they would initially learn to do this with a familiar person, before moving onto unfamiliar people, such as in the community.
To be able to request information from an unfamiliar person and conclude the conversation or action appropriately.			

## Functional Communication skills: Greetings and social exchanges

*This unit focusses on developing student's abilities to interact appropriately and confidently in a social exchange. It works on developing an understanding of the differences in exchanges between people who are familiar and unfamiliar and the associated social expectations and requirements.*

Comprehension	Examples/notes	Expression	Examples/notes
To be able to respond to their name.			<i>Students may express their understanding non-verbally, through vocalisations, signing, AAC, PLQ2GO or verbally. Objectives could be covered through Interaction sessions, class routines or specific call/response sessions.</i>
To be able to respond to an interaction from a familiar person.			
		To be able to initiate an interaction with a familiar person.	<i>This would involve a purposeful interaction from the student to the familiar person, perhaps to request a game or enjoy sharing their space. It would include developing awareness of personal space, tone, volume, appropriate language and behaviour.</i>
To be able to respond to an interaction from an unfamiliar person.			<i>Students would be learning to respond appropriately, giving eye contact and being aware of appropriate language and behaviour with an unfamiliar person. (i.e. Not hugging people that we don't know).</i>
		To be able to initiate an interaction with an unfamiliar person, taking account of non-verbal language.	<i>This would involve skills related to non-verbal language, as above. Contexts could include shopping, visiting a café or leisure facility.</i>

## Functional Communication skills: Instructions

*The term 'instructions' refers to following or using words related to carrying out an activity i.e., making something or going somewhere. Students may be supported through signing, photographs or symbols and this should be indicated on the learning objective. The unit of work on instructions initially has a greater emphasis on the comprehension skills than the expressive skills. Being able to give instructions requires the student to combine several skills at once, such as sequencing and short-term memory, alongside needing the appropriate vocabulary to give the instructions. Following and giving instructions naturally links strongly to Information Carrying Word levels. This element of the curriculum would be suited to topics such as cooking, gardening, art activities or work on directions.*

Comprehension		Expression	
Objectives	Examples	Objectives	Examples
To be able to follow a simple, single instruction related to a familiar activity or routine e.g. going outside to play.	<i>Stand up, sit down, clap hands, high five, get your coat.</i>	To be able to give a simple, single instruction.	<i>"Stop", "Go", "Jump".</i>
To be able to follow an instruction containing 1 ICW.	<i>"Put the car in the box" (*Choice of car or bus and a box)</i>	To be able to give an instruction containing 1 ICW.	<i>"Put some water in the jug". (*Choice of jug or cup)</i>
To be able to follow an instruction containing 2 ICWs.	<i>"Put the sugar in the bowl" (*Choice of sugar, flour, bowl and jug).</i>	To be able to give an instruction containing 2 ICWs.	<i>"Get the big spoon". (*Choice of big spoon, little spoon, big cup, little cup)</i>
To be able to follow an instruction containing 3 ICWs.	<i>"Give the green pen to Tom" (*Choice of green pen, red pen, green scissors, red scissors, Tom and Jack).</i>	To be able to give an instruction containing 3 ICWs.	<i>"Roll the ball to Sarah". (*Choice of rolling, throwing, ball, quoit, Sarah, Emma)</i>

<p>To be able to follow an instruction containing 4 ICWs.</p>	<p><i>“Put the small seeds in the brown pot” (*Choice of small seeds, big seeds, small bulbs, big bulbs, brown pot, green pot, brown tray, green tray).</i></p>	<p>To be able to give an instruction containing 4 ICWs.</p>	<p><i>“Give the small blue bowl to Jack”. (*Choice of small blue bowl, small red bowl, big blue bowl, big red bowl, small blue cup, small red cup, big blue cup, big red cup, Jack, Sarah)</i></p>
<p>To be able to follow an instruction containing more than 4 ICWs.</p>		<p>To be able to give instructions containing more than 4 ICWs.</p>	

## Functional Communication Skills: Questions

*Question words tend to develop in a developmental order, with why, when and how questions being more challenging for students to comprehend and answer. Students will comprehend a question word before being able to respond to it. ICWs should also be considered when asking students to comprehend or express a question within a phrase or sentence.*

Comprehension*	Expression	Examples/Notes
Where	Where	<i>Is used to ask about place or position, e.g. 'Where is the ball?' Initially the objects/person should be visible to the student but could be extended to include items hidden from view or located in a specific place.</i>
What	What	<i>Is used to ask about a specific object, person, animal etc. It might be naming items or could be related to verbs, e.g. 'What is he doing?'</i>
Who	Who	<i>Is used to ask about people, e.g. 'Who has blue eyes?'</i>
Whose	Whose	<i>Is used to ask about the possessor of something, e.g. 'Whose shoes are red?'</i>
Which	Which	<i>Is used to ask about choices or alternatives, for example, 'Which one would you like?'</i>
Why	Why	<i>Is used to give reasons and explanations for something, e.g. 'Why is the boy crying?'</i>
When	When	<i>Is used to ask about time or an occasion, e.g. 'When is your birthday?'</i>
How	How	<i>Is used to ask about how someone is feeling, how something happened, identify quantity or explain their understanding. For example, 'How could we rescue the cat from the tree?'</i>

**\*If working on comprehension of question words, you would need to ensure students already understand and can identify the items/people you are asking them about, otherwise the focus will also be on the comprehension of the nouns rather than the question word.**

## Functional Communication skills: Narrative

*The development of narrative skills in children is essential to support their understanding of the world around them and their experiences within it. It is important for forming and maintaining relationships, telling people about experiences – positive or negative and sharing information. The first objectives are written in red as they are examples of best practise which need to be established and provided regularly for our students in order for them to have the vocabulary and skills to make progress with their narrative development. As such, they are not SMART objectives but should form part of a language through play session, where adults model, support and extend student’s language development.*

Comprehension	Examples/notes	Expression	Examples/notes
Students receive descriptive commentary on their play.		Students comment on their own play scenario.	
To be able to understand and get to know a story, through exploration of objects, activities or images of associated characters/items from the story.			<i>Examples include telling stories to students supported by props, sounds, textures etc to bring the story to life and to allow all students to respond at their own level. This may be through handling the objects from the story, ‘reading’ the story book themselves, looking purposefully at a book-turning the pages or acting out the story using props.</i>
		To be able to recall events within their own experiences at own word level.	<i>Examples could include social chat during morning registration, playtimes, choosing times or more formally as part of a lesson on sharing news.</i>
To be able to match pictures from a familiar story to a spoken narrative.	<i>For example, in retelling the story of Goldilocks, can they find the</i>	To be able to recall a key phrase or character name from a familiar story.	<i>Once familiar with a story, students should be encouraged to join in shared retelling of the</i>

	<i>correct picture to show where “Goldilocks went into the house?”</i>		<i>story, particularly key phrases or to match, identify or name characters or objects.</i>
To be able to answer ‘who’ questions about a familiar story.	<i>The following 5 objectives focus on developing student’s awareness of and ability to respond to the key components of any narrative. These are the first 3 components of a narrative. Some students may be able to work on more than one of these question words at a time. These objectives require students to both comprehend the question word and ‘express’ an answer, whether using words, signs, BMS, objects or pictures.</i>		
To be able to answer ‘where’ questions about a familiar story.			
To be able to answer ‘when’ questions about a familiar story.			
To be able to identify ‘What happened’ at a key part of a story.	<i>This forms the central part of any narrative and usually involves a problem or event with a solution or conclusion, which would lead to the end of the story. These two objectives naturally link together as you would be identifying the ending as the solution to ‘what happened’. The story sequence should be reinforced as you go along to support their understanding of the sequence of the narrative.</i>		
To be able to identify the ‘end’ of a familiar story.			
		To be able to retell a familiar story or an event in a broad sequence, with pictorial support. Their retelling shows awareness of a clear beginning, middle and ending.	<i>Using pictures or drawings from the story, students ‘retell’ the story, according to their own word level. This differs from temporal sequencing in that it involves a broader time frame. For example, ‘<b>There were 3 little pigs. The wolf went down the chimney. The wolf ran away.</b>’ This would be a broad sequence and shows the correct sequence but is not detailed to constitute a temporal sequence.</i>
		To be able to retell a familiar story with no prompts.	<i>Once very familiar with a story, students could work to retell the story without prompts.</i>
		To be able to create a new beginning/middle or ending for a familiar story.	<i>Examples could include creating a new ending for ‘Jack and the beanstalk’ or</i>

			<i>having new characters in a 'Harry Potter' story.</i>
		To be able to tell a <u>new</u> story or event with visual prompts.	<i>Examples could include talking about an activity they have done during the holidays, using photos as a prompt or using a set of pictures/images to create a new story of their own.</i>
		To be able to orally retell a <u>new</u> story or their own narrative of an event or activity without visual prompts, with the events sequenced correctly.	<i>Students could make up their own story or work to tell an audience about an event or activity they have taken part in.</i>

## Social Communication skills: Preferences, feelings and opinions

*This area of the curriculum is focussed on students expressing their likes and dislikes in whatever way is appropriate for them. It begins with the early skills of making choices as a starting point of self-advocacy, developing into students learning to confidently represent themselves and their views. Learning objectives should be further broken down to illustrate whether a student is expressing themselves verbally, through signing, photographs, BMS or an AAC.*

Expression	Examples/Notes
To be able to make a choice from 2 objects, expressing their choice through gesture, signing, verbally or with an AAC,	<i>Choice of 2 motivating items, e.g. bubbles and ball.</i>
To be able to make a choice from 2 BMS, one of which is blank.	<i>Choose one motivating item and student needs to understand that the BMS will enable them to get what they want and not the blank one.</i>
To be able to make a choice from 2 BMS.	<i>Student needs to differentiate between 2 symbols and must receive the object for whichever BMS they hand over, in order to develop their understanding.</i>
To be able to express that they would like “more” or have “finished” with an activity or object.	<i>Student responds for example “Jack, would you like more?” or “Have you finished?”</i>
To be able to express a preference through the use of ‘Yes’ or ‘No’.	<i>Student demonstrates their preference to a range of activities/objects, through signing, BMS or verbally.</i>
To be able to make a choice from more than 2 BMS.	<i>Once students are secure at CA2, the earlier objectives can be extended to include a greater choice array.</i>
To be able to express what they like and don’t like.	<i>Students start to express their opinions by making simple choices between what they like/dislike, for example different music, food, toys, activities, films etc.</i>

To be able to express how they feel.	<i>This requires students to have an understanding of different emotions and to then be able to consider how they feel and express that constructively.</i>
To be able to express whether they agree or disagree with something using the appropriate language, such “I agree...or I disagree”.	<i>This could involve discussions/debates on relevant topics or on decisions to make as a group, and students would work to develop their understanding of how they feel about a topic and learn how to express this appropriately.</i>
To be able to give a reason for a preference or a feeling.	<i>This would be dependent on a student being able to understand and respond to ‘why’ questions and could relate to discussions or debates on relevant topics or decisions being made. It could include students using the conjunction ‘because’ to justify their reasons.</i>
To be able to be assertive in expressing themselves, taking account of appropriate language, body language, tone and volume of voice.	<i>Developing assertiveness without aggression or frustration in a range of situations.</i>
To be able to express that they not want to do something and being resolute about their decision.	<i>This could link to PSHE topics on personal safety, sex and relationships and e- safety.</i>

## Social Communication Skills: Non-Verbal Communication

*There are a number of ways in which communication takes place without words. They are not hierarchical, and children may or may not use them all. As so much communication involves the understanding and use of non-verbal cues, students need to develop their awareness of them in order to aid their understanding of a communicative exchange. Their use of non-verbal cues will also aid other people's understanding of their communications.*

### Use of Voice

To understand how the volume, tone and use of language differ in different scenarios and with different people.

### Eye Contact

To understand the social convention of looking at people when they are speaking to you and you are speaking to them.

### Body Language

To understand the messages different types of body language convey and how these impact on the listener.

### Personal Space

To understand the importance of giving people personal space and the social conventions associated with this.

### Facial expression

To recognise and understand the different facial expressions and how these affect communicative exchanges.

## Social Communication skills: Turn Taking

*This unit of the curriculum focusses on establishing early turn taking skills. The early stages of this area would be the precursor to conversation skills and understanding the nature of taking turns in an exchange.*

Comprehension and Expression	Examples/Notes
To be able to take part in a shared, collaborative activity with an adult.	<i>Establish the basic rules of turn taking by doing an activity together, such as building a tower, rolling a ball to each other. Adult models the language 'My turn', 'Your turn'.</i>
To be able to take part in a shared, collaborative activity with a peer.	<i>The skills learnt in the previous objective are then extended and consolidated by working with a peer.</i>
To be able to take a turn in a simple game with a peer, using a visual support such as a turn taking board.	<i>In these early stages, the emphasis is on the student learning the basic rules of taking turns and gradually build up their ability to wait for their turn and to work with a slightly larger group.</i>
To be able to take a turn in a simple game with a peer, identifying whose turn it is next; verbally, with photos or AAC.	
To be able to take a turn in a simple game with a small group of up to 3 peers, using a visual support such as a turn taking board.	
To be able to take a turn in a simple game with a small group of up to 3 peers, identifying whose turn it is next; verbally, with photos or AAC.	<i>It is important to keep reinforcing the language of 'My turn, your turn'.</i>
	<i>Some students may benefit from a social story to develop their understanding and awareness of taking turns and sharing with their friends.</i>

## Social Communication Skills: Play and exploratory learning

*The development of play and language are closely linked. This area of the curriculum provides an opportunity to develop student’s language, communication and social skills through play-based learning, called ‘Language through play’ sessions. The idea of this unit is that sessions should be ‘child led’ with adults supporting by employing a variety of techniques to encourage, develop and extend student’s communication and language skills. The types of play will be chosen based on the interests and needs of the group of students.*

*The developmental stages of play are shown here as a reference and guide.*

	Cognitive sequence	Social sequence
From birth	<p><b>Exploratory play</b></p> <ul style="list-style-type: none"> <li>■ Reflex activity.</li> <li>■ Involuntary movements become purposeful through contingent responses, e.g., mobile moves when infant moves arm.</li> </ul>	<p><b>Caregiver play</b></p> <ul style="list-style-type: none"> <li>■ Intent looking.</li> <li>■ Imitation of facial expressions.</li> <li>■ Vocalisations.</li> <li>■ Actions become more purposeful through contingent responses.</li> </ul>
5 months	<p><b>Coordinated orienting</b></p> <ul style="list-style-type: none"> <li>■ Visual regard and eye–hand coordination.</li> <li>■ Exploration of objects – banging, mouthing.</li> </ul>	<p><b>Integrated people–object play</b></p> <ul style="list-style-type: none"> <li>■ Toys can be the focus of shared attention – scaffolded by sensitive adult.</li> </ul>
9 months	<p><b>Cause-and-effect play</b></p> <ul style="list-style-type: none"> <li>■ Targeted actions – pressing buttons, pulling strings – to obtain specific effects.</li> </ul>	<p><b>Showing and sharing</b></p> <ul style="list-style-type: none"> <li>■ Holding up or offering toys in order to enlist adult in interaction.</li> </ul>
12 months	<p><b>Functional play</b></p> <ul style="list-style-type: none"> <li>■ Use of common objects, e.g., putting on hat, ‘talking’ on phone.</li> </ul>	
18 months	<p><b>Pretend play</b></p> <ul style="list-style-type: none"> <li>■ Using dolls as agents, e.g., feeding teddy.</li> </ul>	<p><b>Joint interactive play with adults</b></p> <ul style="list-style-type: none"> <li>■ Taking turns with sensitive adult, e.g. ball play.</li> <li>■ Imitating actions of adults.</li> </ul>
2 years	<p><b>Play sequences</b></p> <ul style="list-style-type: none"> <li>■ Acting out familiar routines.</li> </ul> <p><b>Symbolic play</b></p> <ul style="list-style-type: none"> <li>■ Use of placeholders, e.g., box as car.</li> </ul>	<p><b>Parallel play</b></p> <ul style="list-style-type: none"> <li>■ Playing alongside other children.</li> </ul>
3 years	<p><b>Imaginative play sequences</b></p> <ul style="list-style-type: none"> <li>■ Familiar activities and events.</li> <li>■ Fantasy play.</li> </ul>	<p><b>Associative play</b></p> <ul style="list-style-type: none"> <li>■ Sharing materials but pursuing own ideas.</li> </ul>
4 years	<p><b>Narrative play</b></p> <ul style="list-style-type: none"> <li>■ Use of miniatures.</li> <li>■ Creation of conventional and fantasy scenarios.</li> </ul>	<p><b>Co-operative play</b></p> <ul style="list-style-type: none"> <li>■ Negotiation with peers.</li> <li>■ Appreciation of rules.</li> </ul>

Ref: Mary Sheridan (2007) *'From birth to five years: Children's developmental progress*

## Types of play

There are acknowledged to be a number of different play types (around 16) which provide a common language for describing play. The following types might form part of a language through play session. They are not in developmental order.

**Symbolic Play** – play which allows control, gradual exploration and increased understanding without the risk of being out of depth e.g. using a piece of wood to symbolise a person or an object, or a piece of string to symbolise a wedding ring.

**Socio-dramatic Play** – the enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature e.g. playing at house, going to the shops, being mothers and fathers, organising a meal or cup of tea.

**Social Play** – play during which the rules and criteria for social engagement and interaction can be revealed, explored and amended. E.g. any social or interactive situation which contains an expectation on all parties that they will abide by the rules or protocols, i.e. games, conversations, making something together.

**Creative Play** – play which allows a new response, the transformation of information, awareness of new connections, with an element of surprise. Allows children to design, explore, try out new ideas and use their imagination. They can use lots of different tools, props, equipment. It can have a beginning and an end, texture and smell. e.g. enjoying creation with a range of materials and tools for its own sake. Self-expression through any medium, making things, changing things.

**Dramatic Play** – play which dramatizes events in which the child is not a direct participator. For example, presentation of a TV show, an event on the street, a religious or festive event.

**Locomotor Play** – movement in any or every direction for its own sake. E.g. chase, tag, hide and seek, tree climbing.

**Exploratory Play** – play to access factual information consisting of manipulative behaviours such as handling, throwing, banging or mouthing objects. E.g. engaging with an object or area and, either by manipulation or movement, assessing its properties, possibilities and content, such as stacking bricks.

**Fantasy Play** – This is the make-believe world of children. This type of play is where the child's imagination gets to run wild. Play, which rearranges the world in the child's way, a way that is unlikely to occur. E.g. playing at being a pilot flying around the world, pretend to be various characters/people, be where ever they want to be, drive a car etc.

**Imaginative Play** – play where the conventional rules, which govern the physical world, do not apply. E.g. imagining you are ..., or pretending to be, a tree or ship, or patting a dog, which isn't there.

**Mastery Play** – control of the physical and affective ingredients of the environments. E.g. digging holes, changing the course of streams, constructing shelters, building fires.

**Object Play** – play which uses infinite and interesting sequences of hand-eye manipulations and movements. E.g. examination and novel use of any object e.g. cloth, paintbrush, cup.

**Role Play** – play exploring ways of being, although not normally of an intense personal, social, domestic or interpersonal nature. For example, brushing with a broom, dialling with a telephone, driving a car. \

**Recapitulative Play** – play that allows the child to explore ancestry, history, rituals, stories, rhymes, fire and darkness. Enables children to access play of earlier human evolutionary stages.

*Ref; Hughes, B. (2002) A Playworker's Taxonomy of Play Types, 2nd edition, London: PlayLink.*

## Social Communication skills: Emotions and feelings

*Being able to recognise and understand different emotions and feelings is an important part of social development, but one which many students find challenging and need explicitly teaching. Being aware of the listener's feelings or the impact of what you say to someone, are all crucial communication skills. There is an overlap with PSHE here, but this unit focusses on giving students the language and communication skills to be able to both recognise and express their feelings and emotions.*

*It should also be noted that students need to hear their emotions named at the time they are feeling it, in order to develop their understanding of the feelings associated with the name of the emotion.*

Comprehension	Expression	Examples/Notes
To be able to recognise an emotion in an image, from a given CA	To be able to name an emotion on seeing an image.	<i>Initially students should work to recognise and express a small selection of emotions and once these are secure they can extend the range.</i>
To be able to express how they are feeling, with visual support.		<i>Some students may benefit from a photo or symbol board to select from. CAs would be dependent on the student's level of comprehension.</i>
To be able to express how they are feeling, without visual support.		<i>Once confident at recognising and expressing emotions, students would reduce their reliance on symbols or photos.</i>
To be able to recognise and express how someone else is feeling.		<i>Videos or photos could be used here to encourage discussion and support students to understand how others are feeling and to learn appropriate responses they could give in different situations. For example, offering to help someone who is crying because they have fallen over.</i>
To be able to recognise and express how they could respond to someone feeling a particular emotion.		
To be able to explain why someone might be feeling a particular way.		<i>Again, videos or photos could be used to support students to think about the scenario around someone</i>

	<i>feeling a particular way. For example, a clip of someone at their birthday party looking happy and students explain that they are happy because it's their birthday or they are with their friends etc.</i>
To be able to explain why they are feeling a particular way.	<i>This can be difficult for students and involves them being able to recognise how they are feeling and then associating that with what might have caused it. This a complex skill.</i>

## Social Communication skills: Conversation skills

*Work on conversation skills, builds on early turn taking and greetings covered in other units of the curriculum. It may link to a PSHE topic or work in the community and opportunities should be found to ensure it is as functional and real life as possible.*

Comprehension and Expression	Examples/notes
To be able to look at another person when they call their name. (Encouraging eye contact).	<i>Working on developing understanding of need to look at the person you are talking to or who is talking to you.</i>
To be able to take a turn in a simple exchange of movements/gestures/sound making.	<i>Students would be working on understanding that their 'voice' is valued and that when they communicate through movement/gesture/sounds or words someone is listening and responding.</i>
To be able to take a turn in a vocal exchange with another person. (sounds/words).	<i>This builds on the previous objective and may be through sounds or words and involve imitation or be a simple exchange of comments.</i>
To be able to answer a question from a familiar person.	<i>This should be related to the ICW level the student is working at and also their comprehension of question words. Adults should model using the student's name first to gain their attention.</i>
To be able to ask a familiar person a question.	<i>Students should learn that when asking a question, they use the person's name first to get their attention. This should also involve work on appropriate tone of voice, body language, personal space.</i>
To be able to conclude a conversation appropriately and understand the cues for when it is finished.	<i>Work on all the elements of concluding a conversation such as phrases they could use, body language, gestures etc.</i>
To be able to take part in a short exchange of questions/comments with a familiar partner, waiting and listening for the response before asking the next question or commenting.	<i>Students need to understand how to start and finish a conversation and the social conventions associated with this. This may be through the support of a visual sequence</i>

	<i>of the process of a conversation and also work on body language etc.</i>
To be aware of a range of topics suitable for conversations, including those which are not suitable.	<i>Students may benefit from cue cards with ideas of conversation topics, such as hobbies, favourite films, music etc. Work should include developing their understanding of things which are and are not appropriate to ask different people and the social conventions of looking at the person whilst they are talking, not interrupting etc.</i>
To be able to maintain focus and concentration on the conversation, keeping to the topic.	
To be able to ask an unfamiliar person a question.	<i>Building on the skills they have gained with familiar people, students could extend this when in the community. For example, asking a shop worker for directions to a product or asking for something in a café. This should also include work on who it is appropriate to ask, e.g. person in shop uniform/police officer.</i>
To be able to take part in a short exchange of questions/comments with an unfamiliar partner, waiting and listening for the response before asking the next question or commenting.	
To be able to adapt conversation style for a more formal situation such as an interview.	<i>Work should include developing their understanding of the different types of greetings to use in these situations, appropriate language/topics to talk about etc.</i>

## Social Communication skills: Abstract Communication

*This area of the communication curriculum covers areas of language used widely in social communication and written text, such as idioms, similes and metaphors. It also includes humour. Many of these areas are complex for our students to understand as they are not literal and can be confusing and unclear. Students would need a sizeable vocabulary and a level of comprehension of at least 3ICW before embarking on these areas and initially would benefit from just focussing on comprehension.*

Comprehension and expression	Examples/Notes
<b>Idioms (Related to food, animals, clothes, weather, number, colour)</b>	
Idioms are phrases that have a meaning that is very different from its individual parts.	
To be able to understand the meaning of an idiom.	<i>It might be helpful to consider teaching idioms in groups, such as those associated with food or the weather, to help students to understand the meaning behind them. Activities need to focus on students understanding the meaning behind the idiom before they would be able to confidently express an idiom with full understanding. Students could match idioms to meanings, create images to explain idioms, play games involving matching idiom to meaning.</i>
<b>Humour and jokes.</b>	
To be able to understand a simple joke.	<i>Initially focus on two-line jokes, e.g. 'What do you call a ....' Type jokes. This could then build up to 'Knock Knock' jokes. Students could explore Christmas cracker jokes, simple comedy such as slapstick, funny stories and poetry etc to develop their awareness of humour and its meaning.</i>
To be able to tell a simple joke.	
<b>Similes</b>	
A <b>simile</b> is a figure of speech that directly compares two different things.	
To be able to complete a simple simile from a choice of endings.	<i>Students could have a choice of endings, according to the choice array they work with, e.g. 'As cold as....' 'Ice or Fire'. Options could be less obvious as students develop their understanding of similes.</i>
To be able to create a simple simile.	<i>Students could be given a simile and then asked to create an alternative ending, e.g. 'As happy as a pig in mud' to 'As happy as...'</i>
<b>Metaphors</b>	
A <b>metaphor</b> is a word or phrase used to describe something as if it were something else.	
To be able to understand the meaning of a simple metaphor.	<i>Start with simple, short metaphors such 'As busy as a bee/A heart of gold/jumping for joy' etc, before moving onto more complex metaphors.</i>

# Maths

## Numbers and their Value

**Calculations**

**Money**

**Time**

**Shape,  
Space and  
Measure**

# Mathematics

Our priority aims for students in this subject are:

- To be able to count and understand number and value
- To be able to use money
- To understand the passing of time
- To be able to measure quantities
- To develop problem solving skills

Underpinning all learning in Mathematics is the development of functional skills and the application of these in the students' wider lives. As part of this, problem solving is a feature in lessons when learning across all strands of mathematics and across other subjects. We recognise that mathematic skills are key to maximising our students' independence.

Repetition of skills is crucial for all of our students. As they progress through the school, students will work in a range of contexts to ensure their skills are transferrable and have functional value beyond the school.

Learning in mathematics is split into five strands:

- Numbers and their Value
- Money
- Time
- Calculations
- Space, Shape and Measure

Learning in **Numbers and their Value** underpins learning across all strands in mathematics.

Teaching and learning in Mathematics is delivered through a combination of whole-class lessons and one-to-one time.

## **Numbers and their Value**

Teaching number can be challenging as we start to count lots of objects with varying characteristics but give them all the same number names. It can also be confusing when one object, for example a cake, can become several objects when it is cut up; or when we count five identical objects calling the first one 'one' and the fifth one 'five', yet all are identical single objects to which we give different number names. It is the understanding of these basic concepts that must be carefully taught if numeracy skills are to be meaningful to our students.

Through this strand students learn:

- The order of numbers
- The recognition of numbers
- The value of numbers

It is also at this stage that the language used around number and mathematics begins to have some meaning for our students. Our 'Math's Vocabulary List' ensures consistency across the school in terms of spoken word, symbol-based communication and sign language.

Learning Money and Time skills can contribute to and support the development of Number skills. However, it is the skills and knowledge within the Number strand that provide a solid foundation for all future learning in Mathematics. Teachers must satisfy themselves that these concepts are fully understood before introducing additional knowledge across the other strands of the Mathematics curriculum.

## **Money**

Students will start by becoming familiar with coins and notes, learning how to make specific amounts by using appropriate combinations of them. This requires the prerequisite skills of shape/size recognition to have been acquired and generalised.

Learning about Money progresses through the following:

- To be able to match and identify coins and notes
- To be able to name the coins and notes
- To be able to place coins and notes in ascending and descending order of value
- To understand the relative value of coins and notes

Along with developing the relevant calculations skills students will learn to:

- To count a given amount of money
- To make an amount of money
- To be able to make up the same value using different denominations and understand their equivalence.
- To calculate the difference between two values and to be able to calculate change.

In all stages that require calculation students will usually develop the skill using round numbers (i.e. £s) before developing the skills with more complex amounts (i.e. multiples of 10p, then 1p).

The social skills of working with money are also a key consideration when planning for learning in this strand. It is important that students understand the nature of a transaction where we exchange money (whether in its physical form or via a contactless payment) for goods and services.

## **Time**

Although we recognise that many of our students will develop the labels and names associated with time before the concept and sequence of time, it is the latter that will ensure students have the skills to maximise their independence.

Learning time skills starts with concepts at Bardwell School. The first two time-related terms students learn are 'now' and 'next'. This knowledge enables students to make sense of the school day and beyond, understanding what is happening and what will happen next. Consistency in use of our school timetable is crucial in this. Every class works through the timetable at the start of the day and revisits it throughout the day. Some students may benefit from having this information communicated to them at higher frequencies to support periods of transition.

Students then progress to other concepts associated with the passing of time, starting with morning, afternoon and night and the days of the week, leading to the months of the year and seasons.

When the above concepts have been developed, along with the prerequisite number knowledge, students will learn to read time on both analogue and digital clocks. Every child learns differently, so the following progression is used as a guide. Careful consideration will need to be given to when a student uses a digital or analogue clock, and whether they are learning to read time using the 12- or 24-hour clock.

### **Telling the time:**

- o'clock,
- half-hour intervals
- 15 minutes intervals
- 5-minute intervals
- 1-minute intervals

When they start to use language associated with time (hour, minutes, seconds) students will develop the knowledge of how long these units are.

Alongside developing the skills to read time students who have the necessary calculation skills will learn to calculate the difference between two times and to answer questions such as 'how long is it until?'

Learning in time culminates in using this knowledge to manage their own day (for example being given independence to complete a task and return to the class, or meeting with the class by a given time at a specified location), using timetables, planning days and events and predicting what time things happen.

## Calculations

It is extremely important that students understand the concepts underlying addition and subtraction. They need to know what we mean by “adding” and “taking away”. This is best taught in small group work, using fun activities to teach these concepts with objects in ways which are visually obvious. Numerals should be used alongside these activities from the very beginning.

Students will develop their addition and subtraction skills alongside each other, starting with reference to objects, moving on to using visual cues and pencil and paper strategies, and eventually some students will learn to calculate mentally. They will also progress from adding 1 to any number up to 9, through adding single-digit numbers to multiples of ten and up to adding and subtracting any two-digit numbers.

The following is a checklist that we refer to in order to ensure we teach calculation skills consistently across the school.

- Always check students understand that when giving an answer they are stating a total i.e. after a student has completed a calculation and stated an answer ask - “how many are there?” or put the calculation into a real life context - “so if you had 4 apples and gave me 1, how many would you have left?”
- When using objects students should always be working towards counting on and counting back.
- When learning new strategies students should be encouraged to self-check their answers using previously mastered methods.

Throughout the early stages of developing calculation skills, number sentences should always be presented horizontally. We will only move students onto vertical methods when we are sure that the concept of place value is firmly established, otherwise we risk students developing the ability to complete tasks with very little or indeed no knowledge of what the numbers or calculations represent.

Once we are sure that students understand the concepts of calculation functions and have a clear understanding of place value, we can consider introducing them to calculators, teaching them when and where to use them.

## Shape, Space and Measure

Basic introductory work on matching, identifying and naming shapes (triangles, squares, circles and rectangles) is covered in the Fundamental Skills section of our curriculum. Further work on understanding and using the properties of shape will be offered to our students if we feel that this work would be appropriate and useful for the individuals concerned. This work will consist mainly of recognising and utilising more complex two-dimensional shapes (e.g. pentagons and

hexagons) and three-dimensional shapes (e.g. cubes, cuboids, cylinders and spheres). As with skills taught in the Fundamental Skills area of the curriculum, a variety of materials may be used in functional contexts to ensure that our students generalise their learning.

Basic spatial work, visually recognising the differing spatial relationships which can exist between objects, is covered in the Fundamental Skills section of our curriculum. Further work where appropriate will consist of observing, visualising and describing positions, directions and movements using common words; recognising movements in a straight line (translations) and rotations and combining them in simple ways (e.g. giving instructions to get to the hydrotherapy pool or rotating a programmable toy); recognising right angles.

Work on measurement may also only be introduced at an appropriate and practical juncture in our students' mathematical learning. There is the opportunity for all students to experience measurements throughout their Maths work (i.e. having heavy or light objects placed on their lap or filling and emptying containers). Work on measurement will be introduced by comparing objects through relevant language (e.g. long/short, heavy/light, full/empty). Next we may investigate the use of non-standard measurements (e.g. 'as long as three of my thumbs'). Finally, we will teach students about the standard metric measurements for length, mass and capacity. An important element of this work will be to introduce and develop the concept of estimation.

# Personal, Social and Health Education (PSHE)

## Life Skills

Independence

Employability Skills

Safety

Citizenship

Healthy Living

## Sex and Relationships

Relationships

Interpersonal Skills

The Human Body and  
Sex

## PSHE

The following section of the curriculum focuses on Personal, Social and Health Education (PSHE). Within this document, you will find key information on Bardwell's approach to teaching PSHE, the timetable weightings and the content that we cover within our lessons.

The structure of this curriculum document is as follows:

- Values at Bardwell and links with PSHE
- Aims for PSHE
- Preparing for adulthood
- The structure of PSHE at Bardwell
- Breadth in PSHE
- Resourcing and support within PSHE
- Life Skills:
  - Independence:
    - Early skills in Independence
    - Key learning in Independence
  - Employability skills
  - Safety:
    - Early skills in Safety
    - Key learning in Safety
  - Citizenship:
    - Early skills in Citizenship
    - Key Learning in Citizenship
  - Healthy living:
    - Early skills in Healthy Living
    - Key Learning in Healthy Living
- Sex and Relationships:
  - Relationships:
    - Early skills in Relationships
    - Key Learning in Relationships
  - Interpersonal skills
  - The human body and sex:
    - Early skills in relation to The Human Body and Sex
    - Key Learning in relation to The Human Body and Sex

### *Values at Bardwell and links with PSHE*

We have 4 key aims for all of our students to develop throughout their time at Bardwell School, 2 of which: (maximising independence and developing self-esteem and confidence) go hand-in-hand with our expectations for PSHE. Furthermore 4 of our 8 School Values directly link to learning around PSHE<sup>1</sup> therefore, throughout a student's time at Bardwell, PSHE is both a valued and integral aspect of their education. At Bardwell, PSHE is taught through a mixture of structured lessons and through the structure of the day, for example the classroom rules, play opportunities at breaktimes and routines in class.

### *Through our teaching we aim to:*

- give students the skills needed to keep themselves safe, both physically and mentally, in different environments.
- give students the tools and knowledge to live as successfully and independently as possible.
- allow students to understand and recognise their place and contribution within different societies and communities.
- enable students to understand and develop the range of different relationships which come from living in an open society.
- where appropriate, enable students to gain employment or move onto further education when leaving Bardwell.

### *Preparing for Adulthood*

These aims are all linked to key skills we know our students need to prepare them for their next stage in learning and eventually, their adult lives. To ensure that students are appropriately prepared, we encourage the development of key skills needed in adulthood from the earliest stages of education. Through the PSHE document you will see a focus on employment, independent living skills, community inclusion and health, in order to prepare students for these aspects of being an adult. It is every teachers responsibility, regardless of the age range they teach to ensure they are promoting students development in all of these areas.

### *The structure of PSHE at Bardwell*

At Bardwell, PSHE is comprised of 2 key areas: **Life skills** and **Sex and Relationship Education (SRE)**. These sub-headings are then split into priority areas which we aim to teach to our students over the course of their time at Bardwell.

As with all subjects at Bardwell, PSHE is taught to our student's individual and developmental needs rather than their chronological age. Students that are not developmentally ready to access PSHE will work on their early development skills alongside their peers in PSHE lessons (please see the early development curriculum alongside the PSHE curriculum).

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<sup>1</sup> Students are encouraged and supported to achieve their full potential and to be as independent as possible/ Students should be valued members of their community and play an active role in them/ Students are unique individuals whose qualities, personalities and achievements will be celebrated/ Friendships and relationships are central to happiness.

At Bardwell School, our inclusive ethos means that students of all ability ranges work alongside each other in lessons. This document outlines 'early skills' in each area of the PSHE curriculum, as well as 'key learning'. This is to ensure that students working at all stages of development can access the key learning within PSHE. When teachers plan lessons, they will often pick a theme for the lesson e.g. recycling. They will then create learning objectives for students that match their individual needs and develop their key skills within PSHE. This means within the same lesson, one student may be working on an early skills such as showing a consistent response to a stimuli, whilst another student may be working on their knowledge of how and why we recycle.

### ***Breadth in PSHE***

Over the course of a year students will be expected to cover a minimum of 3 out of the 5 topic areas within **Life Skills**. They will also cover a minimum of at least 1 topic from **SRE** and will be taught personal care, social skills and behavioural literacy on a daily basis, not as explicit lessons but through daily routines and expectations.

Teachers are encouraged to ensure students are getting a breadth of curriculum by reviewing their previous coverage (on multi-me), as well as considering their individual needs and EHCP targets.

### ***Resourcing and support within PSHE***

Teachers that require additional information when teaching PSHE are encouraged to seek advice from the PSHE co-ordinator or the school nurse.

There are a number of resources available for classes to use in the school general resource cupboard (located opposite the nurses room). If the required resources are not available, teachers can put in a request with the PSHE co-ordinator for the items that they require. The PSHE co-ordinator will send around an email termly asking class teachers if they have any items that they'd like put on a PSHE order.

In addition to these physical resources, there are a number of additional supporting documents available on one-drive, which signpost key resources that teachers can look at when delivering the curriculum.

## Life skills

### **Priority areas**

PSHE covers a range of topics which are organised into 5 priority areas:

- Independence
- Employability skills
- Safety
- Citizenship
- Healthy living

Anything which is linked to PSHE, but which fits outside of these key areas, is expected to be taught through other curricular lessons or through discrete learning. This not only streamlines the learning within PSHE but helps our students to understand the relationships and develop links between the different cross-curricular topics that they will experience.

Furthermore, our PSHE curriculum is a working document which means that it is continuously being explored, developed and tailored to meet the needs of our current students. Thus, what follows is not an exhaustive list of teaching, but aims to provide teachers with a base from which they can develop their own teaching and learning.

### **Independence:**

At Bardwell, we aim to give students the tools and knowledge to live as successfully and independently as possible. To ensure we do this, we consider each students prior learning and possible future pathways, focussing on skills that will be useful for them in their life outside and beyond Bardwell. Through our EHCP process, parents are also consulted on targets they feel would benefit their child.

### **Early Skills in Independence**

For students that are working at the earliest stages of development, we focus on the following aspects of safety:

- Showing curiosity about objects, events and people e.g. turning towards them, grasping, maintaining eye-contact
- Exploring objects using their different senses, combining different approaches together e.g. shaking and hitting, looking and feeling, mouthing and poking, etc.
- Understanding how their actions influence the environment around them e.g. making a noise with an instrument, moving an object
- Responding when basic needs/desires are met (e.g. stop crying when given food)
- Remembering where objects belong and matching objects that belong together e.g. a lid for a pot
- Expressing own care needs e.g. they are hungry, in discomfort, thirsty, in need of the toilet
- Maintaining focus on certain people, events or objects
- Reacting to events around them

- Persistence with activities when challenges occur/ Finding solutions to problems (e.g. having to repeatedly request an interaction)
- Anticipating frequently repeated routines such as personal care routines, eating and other familiar tasks (e.g. opening mouth when food is presented, grasping the spoon to guide food to mouth, moving arms into the holes of clothing, etc).
- Carrying out familiar routines
- Taking part in self-directed activities
- Asking for help when needed e.g. to zip their coat
- Developing familiarity with places around them e.g. shops, cafes, libraries, etc.
- Fundamental skills linked to personal care

### **Key Learning in Independence**

In order to prepare our students for adulthood and increase their independence, we focus on the following key areas:

- Home skills such as domestic tasks, using household appliances and basic gardening skills
- Living in the wider world – accessing and getting around the local community facilities. This includes accessing shops, local transport, the library, health clubs/gyms, doctors, hospitals, opticians, emergency services, cinema, restaurants and leisure groups
- When to talk/ who to talk to – e.g. counsellors, safe phone numbers, self-help charities
- Asking for help
- Economic understanding – Financial responsibility, money management and budgeting – saving vs spending as a choice and consequences of this
- People who help us in the community and how to access these services e.g. 999, people in shops
- Feeding, Dressing and Toileting skills (usually taught as part of daily routines)

### **Employability skills:**

At Bardwell, we want to prepare students for adulthood from the earliest years. We recognise that there may be many pathways that our students take in life and we aim to best prepare them for these (please see post-16 curriculum for additional information on how we do this). At Bardwell, we have high aspirations for our students and recognise that many of them should be aiming for employment in their adulthood. For this reason, we prepare students for employment throughout their time at school. In the early years, employment education is based around:

- following instructions
- adapting to new environments
- real world play (builders/nurse/doctors, etc)
- real world visits (fire stations, farms, etc)
- 'What do you want to be when you grow up?'
- Meeting role models
- Discussing career and education options
- Building a profile of interests and ambitions

As students move through the school, we continually focus on preparing them for their adult lives. For some students, this may also include developing their work-related skills. As part of this, we teach the following skills:

- Appropriate dress
- Punctuality and Professional conduct
- Personal organisation
- Working relationships
- Knowledge of equipment
- Health and safety
- Help available
- Locating key places such as a fire exit, bathroom, staff room, etc.
- Working as a team
- Leadership skills
- Flexibility and resilience
- Interview skills
- Application skills

Linked in with this, we develop students understanding of their options when they leave Bardwell, for example further education, employment, care facilities, etc. As well as where to go for support e.g. the job centre. The focus on preparing for adulthood and moving on increases as students get older, please see our post-16 curriculum for additional information.

In line with our careers statement, from year 7 onwards, Bardwell facilitates regular access with employers to ensure that students understand the world of work, how society functions and options that may be available to them when they leave school. Students are also given individualised careers advice, access to local providers (e.g. further education providers) and *Experience in Work*. Additional information about this can be found in Bardwell's Careers Policy and provider access statement.

### **Safety:**

As part of our PSHE curriculum, we aim to give students the skills needed to keep themselves safe, both physically and mentally, in different environments.

### **Early Skills and Safety**

For students that are working at the earliest stages of development, we focus on the following aspects of safety:

- Visually scanning their immediate environment
- Reacting to abrupt changes in their environment e.g. objects suddenly appearing, noises
- Moving safely around their immediate environment
- Operating within rules/boundaries
- Recognising danger and seeking support of adults to help
- Grasping and letting go

- Awareness of their own body in relation to the world around them e.g. proprioception, understanding falling, where their body is – leading to an understanding of risk on a cause and effect level
- Safety supported by adults e.g. learning when it's appropriate to hold an adults hand, walking next to an adult, following adult instructions to keep safe

### **Key Learning in Safety**

To support students in understanding Safety, we teach:

- First aid and Medication
- Safety when out and about e.g. road, cycle, rail, water safety
- Travel training e.g. travel planning, using bus, train, problem solving, etc.
- Safety when at home e.g. electrical safety
- What we can eat
- Safe strangers and people who help us
- Drug awareness (including alcohol)
- Radicalisation/ 'Prevent'
- Exploitation
- Protective behaviours e.g. safety continuum, safe decision making
- Online/E-Safety (also see ICT curriculum)
- Privacy – personal and online (also see ICT curriculum)
- Fire safety

### **Citizenship:**

We aim to help students to understand and recognise their place and contribution within different societies and communities. We promote this through a variety of means. As a whole school, we encourage this through *Bardwell Voice* (our student council), that is elected through a democratic process. In classes, students are encouraged to take ownership of their learning and whole class decisions. Students are encouraged to actively make choices to express their individual liberty and are encouraged to exercise their rights and personal freedoms. In order to teach students about the following the law, class rules are consistent and reinforced through the school day. Staff continually model mutual respect and relationships and there is an expectation that students treat each other with dignity.

### **Early skills in Citizenship**

Citizenship for some of our students, working on earlier development stages will be around acquiring the following skills:

- Showing particular interests or preferences for objects, people and activities
- Showing a consistent responds to a range of stimuli in positive and negative ways e.g. smiling, turning away
- Making choices/responding to options
- Developing simple likes and dislikes e.g. food, games, music
- Judging right or wrong on the basis of the consequences of their actions

- Understanding agreed codes of behaviour e.g. rules in games, joining in with different situations
- Noticing what makes them unique - similarities and difference between themselves and others
- Developing an interest in others (that are familiar to them)
- Developing an interest in the occupations or ways of life of others
- Joining in with customs or routines and giving an opinion on these
- Taking part in self-directed activities

### **Key learning in Citizenship**

In order to ensure our students understand the fundamentals of Citizenship, we teach the following:

- Having a voice within society, school and when at home. – identifying their own likes/dislikes, fair/unfair, right/wrong, and sharing these opinions
- Understanding social norms and appropriate ways in which to express our voice
- Personal identity and expression - Individual influence in both small scale and large-scale societies
- Politics and Democracy including collective decision making
- Authority – understanding that some people or groups have control over others
- Environment and climate change e.g. recycling and sustainable living
- Personal Identity – How do people see themselves within society? How do people perceive societal groups
- Rights and responsibilities (e.g. human rights, consumer rights)
- Diversity
- Contributing to the class/wider school, including charity both locally and globally
- Self-advocacy – choice making, recognising personal strengths, viewing themselves positively
- Understanding the role of media and how this influences people/places/ relationships
- Current affairs
- The four British Values – understanding democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths, beliefs and for those without faith – additional information about this can be found on our website.
- Social responsibility – as consumers of information and goods, being educated on how to make an informed choice e.g. fair trade

### **Healthy living:**

At Bardwell, we want our students to live healthy and fulfilled lives. We teach this through our daily routines (e.g. choosing a healthy snack at break time), as well as through structured learning opportunities. As healthy living is promoted across subjects in Bardwell School, please also see our PE curriculum for how we promote physical health and wellbeing. We also encourage students to embed good habits beyond their life at school through sharing information with parents about health promotion, how to access services beyond school and sharing potential clubs that could be taken up as a hobby or interest. This role is fulfilled by our

pastoral support team. Learning within this area can be conducted offsite to encourage students to transfer their knowledge of healthy lifestyles into the local area.

### **Early skills in Healthy Living**

For those students working on the earliest stages of development, they will focus on healthy living by developing their skills in:

- Showing a consistent response and expressing their own emotions e.g. sad or happy in response to an event
- Exploring a range of foods and textures e.g. using their hands, other senses
- Tolerance of tactile touch e.g. areas where personal care might happen such as hands, feet, hair, nails, etc.
- Understanding if they are hungry or tired/ when they want to rest or play
- Showing an awareness of what to do with food/drink e.g. moving it around their mouth, swallowing
- Trying a range of foods, including exploring unknown foods/textures, etc.
- Becoming active participants/anticipating what is going to happen in personal care routines e.g. hand washing, dental hygiene – this could be through showing an awareness of the process by pulling faces, being helpful e.g. opening their mouth, holding the toothbrush, etc.
- Understanding cause and effect relationships e.g. a switch controlled blender
- Showing particular interests/consistently responding to stimuli

### **Key learning in Healthy Living**

To promote healthy living, we focus on the following aspects:

- Healthy diet
- The importance of rest
- The importance of exercise (also see PE curriculum)
- Legal and illegal substances including medication, smoking, alcohol and drugs
- Kitchen skills – hygiene, food preparation, use of kitchen tools, cooking methods, dishing up food and clearing away
- Developing personal skills, hobbies and interests e.g. joining a club
- Preventing the spread of disease/germs and immunisation
- Recognising signs of illness
- Sun safety
- Dental health
- Personal hygiene
- Emotional wellbeing e.g. mental wellbeing, self-care techniques, dealing with emotions
- Use of the internet/technology – internet safety, benefits and negative aspects of the internet, social media, consequences of excessive time spent on electronic devices (also see ICT curriculum)

N.B all physical health promotion, which includes implementing physiotherapy programmes are covered under the PE curriculum.

In relation to emotional wellbeing, students are supported on an individual basis if additional support is required. This input can be provided by the class team or our pastoral support team. This could include support following an incident outside of school such as a loss, separation, divorce and bereavement.

## **Sex and Relationships**

Our Sex and Relationships education is designed to enable students to understand and develop the range of different relationships which come from living in an open society. The way we delivery sex and relationships education takes into account individual students age, physical and emotional maturity, their religious and cultural background as well as their individual needs. This part of the curriculum is split into 3 strands; relationships, interpersonal skills and a focus on the human body including sex. Parents will be informed if their child is taking part in sex and relationship education. This will be communicated through the 'Welcome back' letter that is sent out at the start of term. It is also included on teachers Long Term Plans which are available in the front of students home-school diaries. For more information on Sex and Relationships education, please see our Sex and Relationships policy.

## **Relationships**

Students at Bardwell are taught about relationships continually through their time at the school. Positive interactions are modelled and encouraged throughout the day and appropriate free time is planned into the day to allow students to develop friendships with their peers. Structured activities are offered at lunch time to encourage a range of play and positive interactions between students at the school.

### **Early Skills in Relationships**

For students that are working on the earliest stages of development, relationships education will focus on the follow skills:

- Showing an interest or tolerating the company of other people
- Seeking the company of others/building relationships with familiar people
- Showing anticipation of familiar social activities e.g. leaning forward to initiate 'row the boat'
- Show they have had enough of a social interaction e.g. turning away
- Imitation of others e.g. copying facial expressions
- Recognising familiar people and responding in different ways when presented with familiar/unfamiliar people
- Requesting events or interactions
- Observing how their own actions influence those around them e.g. adult imitation
- Engaging in activities parallel to others
- Showing an understanding of 'yes' and 'no'
- Responding to the feelings of others e.g. matching their emotions
- Showing consideration of the needs/feelings of other people and living things e.g. watering a plant, offering food to others, etc.
- Developing familiar relationships with people in places around them e.g. shops, cafes, libraries, etc.
- Taking part in games that are structured by adults e.g. adult rules, adults encouraging turn taking

Some of our students may require additional support to facilitate positive relationships with those around them. This need is identified by their class team and additional support is implemented where appropriate.

### **Key learning in Relationships**

As part of our relationships curriculum, we teach students about:

- Families and people who care for me. This includes different family types.
- Respectful relationships and friendships – what is a friendship? What are the social norms of friendship?
- Online relationships and other information sharing e.g. sexting, nudes, etc.
- Boundaries and safety in relationships
- Intimate and sexual relationships
- Different types of relationships – including Lesbian, Gay, Bisexual and Transgender (LGBT)
- Peer pressure, bullying, exploitation and grooming- including persuasion and coercion
- Consent – making choices in relationships and saying ‘no’, understanding what they are consenting to
- Role models – including recognising positive role models
- Formal/informal situations – how to recognise these and how our relationships change as a result
- Where to go for advice on relationships
- Protective behaviours e.g. early warning signs, support or help networks, safe and unsafe touch in relationships

### **Interpersonal skills**

In general, interpersonal skills are taught across the school day and are embedded into our school culture. They are also a focus in our Communication Curriculum. We do however, recognise that there may be individual students that need more structured learning opportunities to develop the following skills:

- Emotional body language
- Sharing
- Carrying out requests
- Waiting
- Turn taking
- Co-operation with others
- Helping others
- Respecting others wishes
- Seeking/gaining attention appropriately
- Winning and losing and how to deal with this
- Issues of power and control in a range of contexts - including how their choices affect other people, that their actions can be copied, that others can affect them

Additional information on developing interpersonal skills, especially in the early development stages are available in our communication curriculum.

## The Human Body and Sex

Knowledge of the human body and how sex works is essential for our students, especially as they grow older and enter into adulthood.

### Early Skills in relation to The human body and Sex

To develop an understanding of the human body and sex, those working at the earliest stages of development, will have the opportunity to develop the following skills:

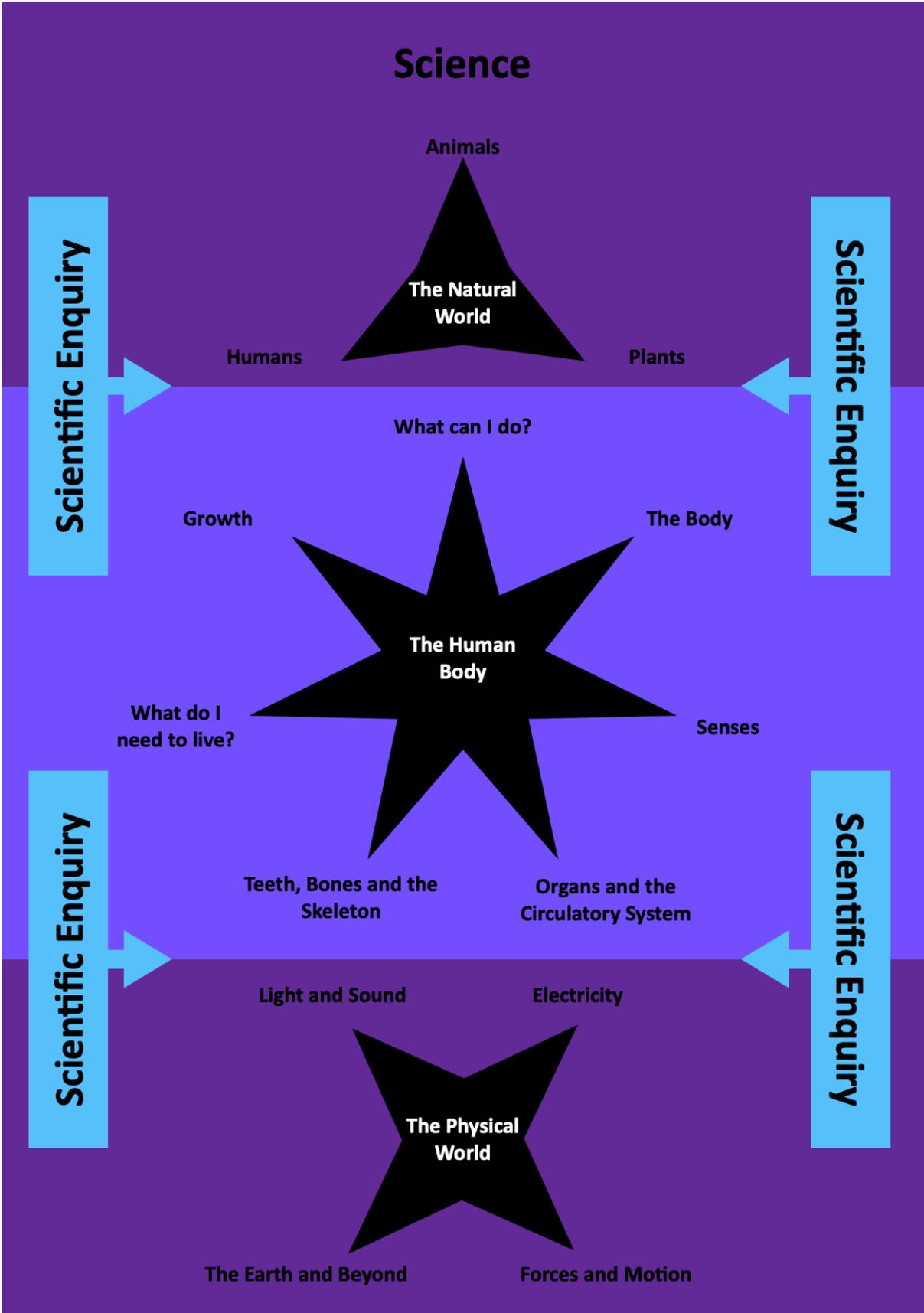
- An awareness of their own body including finding their own key body parts e.g. nose, eyes, tummy
- Recognising themselves in the mirror, pictures, etc.
- Spatial awareness and understanding of their bodies in relation to the world around them e.g. proprioception skills - where they are in space, on, under, next to. As well as an awareness of where the limbs are when they are being moved/moving.
- Reaching, grasping and releasing objects
- Manipulating objects
- Knowledge of 'mine' and 'others' bodies
- Private and public in relation to their immediate environment

N.B. Teachers judgement is used to determine when it's appropriate for students to access sex education more widely, those working on earlier developmental levels do not necessarily have to acquire all of the 'early development' skills before accessing the other concepts listed below. When teachers plan lessons, the individual needs of students are considered and the lessons catered to meet the needs of the class.

### Key learning in relation to The human body and Sex

To ensure students have knowledge and understanding of the human body and sex, we focus on the following concepts:

- Knowing your own body (including what's healthy and self-examination)
- Male and female bodies
- Sexual health/risky sexual behaviour
- Consent
- The Law
- Masturbation
- Pornography
- Fertility and contraception
- Pregnancy
- Life cycle – including the physical and social changes involved in growing up
- The changing adolescent body
- Abortion
- Female genital mutilation



## Science

Our priority aims for students in this subject are:

- To develop our students' ability to experience the world through exploration and experimentation
- To understand the natural world
- To develop students' understanding of themselves and others
- To develop an understanding of the physical world

Through the teaching of science we enable our students to use their cognitive skills to interpret what is happening around them. This area of learning plays an important role in helping our students to explore, understand and learn to influence the world in which they live. By using everyday situations and materials familiar to them, and gradually extending these learning experiences, we make the teaching of science relevant and accessible to every student, helping them to find new ways of looking at the world. They learn to value ideas and tackle problems, form questions and develop new ideas. Students are gradually taught how to gather and make sense of evidence, deciding how to seek solutions.

The Science curriculum is divided into four sections:

- Scientific Enquiry
- The Natural World
- The Human Body
- The Physical World

In the latter three sections, tables are included which contain many effective starting points for students' learning. These tables should not be interpreted as a hierarchy of skills or knowledge. That said, learners are likely to have much more success if they are able to understand how these phenomena affect themselves personally before moving on to understand them in more abstract terms. Similarly, the below tables should not be treated as a scheme of work and, as with all other curriculum areas, teachers are encouraged to use their creativity and inspiration to deliver teaching in a way most appropriate for the learners in their class.

When setting objectives in Science across the academic year, teachers should ensure that at least one sits within the Scientific Enquiry strand.

### **Scientific Enquiry**

Scientific enquiry is a process through which our students can learn to approach problems and investigations in a logical and "scientific" way. It is a method of working, an approach to

science, not a discreet component part, therefore we would expect students to be working towards objective(s) relating to Scientific Enquiry throughout all of their learning.

An early form of enquiry could be to see or be presented with something unfamiliar and with support explore it using the senses, demonstrating the very beginnings of enquiry. Further experience in such practical investigation may lead to students being able to draw simple comparisons, for example by demonstrating a different response when presented with a warm and then a cool bowl of water. At a later stage, students may move onto more complex enquiry skills, responding to questions such as, “How many legs does a spider have?”, “What factors slow a parachute’s descent?” or “How does the rate of reaction vary with temperature?”. Students will be encouraged to ask these questions as well as answer them at every stage.

Skill	Example
Raising Questions	To have the opportunity to explore resources and raise questions e.g. in circuit building, to have the time to become familiar with the resource, learn how things work, how they link together and to answers their own questions.
Predicting	Using what you already know to identify what might happen in your experiment. e.g. What will happen next? How will it change?
Method	Planning what you are going to do to answer a question. e.g. What will you do? What order will you do it in? What equipment do you need?
Fair Test	Identifying and planning a fair test involves making sure all conditions are the same, except the one we are testing. e.g. Is it a fair test? How can we make it a fair test?
Recording Data  ICT and maths curriculum links	To understand the information we are going to record. Skills include: <ul style="list-style-type: none"> <li>• Observing</li> <li>• Measuring</li> <li>• Weighing</li> <li>• Timing</li> </ul> Recording can be achieved through a variety of methods including ICT e.g. videoing.
Concluding, Evaluating and Presenting	Looking at the results and using knowledge from previous experiences to explain what has happened. Sharing your results in an appropriate format. e.g. Why did that happen? What would you do differently next time? What worked well?

## The Natural World

The key to the understanding of these is the idea that we as humans share certain life processes with animals and plants. We begin our teaching with ourselves as humans and compare how each process works for us with other examples from the living world. We start from a familiar basis which is likely to help the students make the connection. For example, we can ask “how do we move/grow/eat/use our senses etc”, and then ask “how do spiders move/grow/eat/use their senses” or “how do cats move/grow/eat/use their senses?”.

The Natural World is divided into 3 strands; Animals, Plants and Materials.

Animals	<p><u>Minibeasts</u></p> <ul style="list-style-type: none"> <li>• What are minibeasts? Types of minibeasts</li> </ul> <p><u>Land / Water animals</u></p> <ul style="list-style-type: none"> <li>• Habitats and where animals live</li> <li>• Categorising</li> <li>• Environments</li> <li>• Camouflage</li> </ul> <p><u>Living and Non-Living</u></p> <ul style="list-style-type: none"> <li>• Things we need to live</li> <li>• The environment and how this can affect things</li> <li>• Pollution</li> <li>• Fossils and dinosaurs</li> <li>• Classification of animals and the difference between mammals and reptiles</li> </ul> <p><u>Life cycle / food chains</u></p> <ul style="list-style-type: none"> <li>• Circle of life</li> <li>• Importance of food chains</li> <li>• Questioning: what would happen if something ran out?</li> <li>• Extinction</li> </ul> <p><u>How are they suited to habitats?</u></p> <ul style="list-style-type: none"> <li>• The importance of protecting animals and where they live</li> <li>• Why are habitats better suited to some than others?</li> <li>• Building habitats</li> </ul> <p><u>Micro-organisms</u></p> <ul style="list-style-type: none"> <li>• Bacteria, fungi, mould, being safe, and viruses</li> <li>•</li> </ul>
Plants	<p><u>What is a plant?</u></p> <ul style="list-style-type: none"> <li>• Naming parts of a plant starting with the basics – ‘leaf’, ‘stem’, ‘flower’, ‘root’</li> </ul> <p><u>Their needs</u></p>

	<ul style="list-style-type: none"> <li>• What conditions plants need to grow in, what happens if this is not met?</li> <li>• Each plant is different and has different needs just like us.</li> <li>• Classification</li> </ul> <p><u>Life cycles</u></p> <ul style="list-style-type: none"> <li>• Compost, degradable plants, pollination, stages of growth – they start as a seed</li> </ul>
Materials	<p><u>Man-made &amp; Natural</u></p> <ul style="list-style-type: none"> <li>• Grouping and classification</li> <li>• Using senses to develop understanding: sight, hearing, touch, smell, taste (as appropriate)</li> </ul> <p><u>Sorting materials</u></p> <ul style="list-style-type: none"> <li>• Similarities and differences between materials</li> <li>• Sorting by texture, appearance, transparency, whether or not they are magnetic</li> <li>• Common materials: metal, plastic, wood, paper, rock</li> <li>• Some are natural, some are man-made</li> </ul> <p><u>Suitability</u></p> <ul style="list-style-type: none"> <li>• Which material is best for certain situations and why? E.g. Waterproof materials are better for raincoats</li> </ul> <p><u>Changes in State</u></p> <ul style="list-style-type: none"> <li>• Separating solid particles by sieving</li> <li>• How some solids dissolve in water, e.g. salt and sugar, and some do not</li> <li>• How to separate insoluble solids from liquids by filtering</li> <li>• How to recover dissolved solids by evaporating the liquid from the solution</li> <li>• How some materials float and some sink, why?</li> <li>• Experiment with how some objects can be manipulated by squashing, bending, twisting and stretching. Some can also be changed by heating or cooling them</li> </ul>

### **The Human Body**

Within The Human Body we aim to develop the students understanding of themselves and others.

<p><u>What can I do?</u></p> <ul style="list-style-type: none"> <li>• Look at what a baby can do and compare with a child/adult e.g. talk, walk, see, hear, read.</li> </ul>
<p><u>The body</u></p> <ul style="list-style-type: none"> <li>• Name/match parts of the body</li> </ul>

<ul style="list-style-type: none"> <li>• Label parts of the body</li> </ul>
<u>Senses</u> <ul style="list-style-type: none"> <li>• Investigate and name the 5 sense and identify their uses.</li> </ul>
<u>Organs/Circulatory system</u> <ul style="list-style-type: none"> <li>• Name the organs in the body</li> <li>• Complete a map of the organs</li> <li>• Describe the digestive system in humans</li> <li>• Know that blood circulated round their bodies and what it does</li> <li>• Identify and name the main parts of the human circulatory system</li> <li>• Describe the functions of the hear, blood vessels and blood</li> <li>• Describe the ways in the which nutrients and water are transported within humans.</li> </ul>
<u>Teeth, bones, skeleton</u> <ul style="list-style-type: none"> <li>• Recognise our bodies have bones</li> <li>• Name some of the bones e.g. skull, spine, rib...</li> <li>• Map some of the bones</li> <li>• Recognise different joints (ball and socket)</li> <li>• Identify humans have skeletons and muscles for support, protection and movement</li> <li>• Recognise where some key muscles are (triceps, biceps)</li> <li>• Identify the types of teeth and their functions (incisors, canine)</li> <li>• Look at tooth decay and how to look after their teeth</li> </ul>
<u>What do I need to live?</u> <ul style="list-style-type: none"> <li>• Find out about the basic needs for survival – water, food, air</li> </ul>
<u>Growth</u> <ul style="list-style-type: none"> <li>• Sequence the life of a human (baby- adult)</li> <li>• Understand humans have children which grow into adults.</li> <li>• Describe the changes as humans develop to old age.</li> </ul>

## **The Physical World**

The main aim of The Physical World is that students develop an understanding of the physical world around them that also incorporates life skills that will benefit them in the future. This aspect is therefore split into the four following areas:

<u>Electricity</u> <ul style="list-style-type: none"> <li>• Identify common everyday appliances that run on electricity</li> <li>• Categorise everyday appliances that run by battery and mains electricity</li> <li>• Construct a simple electrical circuit that includes cells, wires, bulbs, switches and buzzers</li> <li>• Identify and name the basic parts of a circuit, including cells, wires, bulbs, switches and buzzers.</li> </ul>
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- Identify whether or not a lamp will light in a simple circuit, for example, recognising that a complete circuit is needed for electrical devices to work.
- Identify that a switch opens and closes a circuit, for example predicting whether a lamp will light in a simple circuit when the switch is on or off.
- Identify what a conductor is and an insulator is.
- Identify and name some common conductor, insulators and metals that are good conductors.

### Forces and Motion

#### Forces

- Investigate how we can make familiar objects move, change direction, move at different speeds and stop.
- Compare how things move on different surfaces
- Identify that pushes and pulls are forces.
- Identify that some forces can change the shape and size of an object.
- Recognise that a force (push or pull) can speed up, slow down or change direction of an object.
- Identify that some forces pull objects together and some forces push objects apart.

#### Magnets

- Identify that some forces need contact between two objects, but magnetic forces can act at a distance.
- Identify that magnets attract or repel each other.
- Identify that magnets attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet.
- Identify a variety of magnetic materials.
- Identify that magnets have two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

### Light and Sound

#### Light

- Investigate the properties of light.
- Identify that light comes from a variety of sources, including the sun.
- Identify that light is needed to see things and that dark is the absence of light.
- Identify that light can be reflected from surfaces using mirrors.
- Recognise that light from the sun can be dangerous and identify ways to protect your eyes.
- Identify that shadows are formed when the light from a light source is blocked by a solid object.
- Identify patterns in the way that the size of shadows change.

#### Sound

- Investigate the properties of sound.
- Understand that sound comes from a variety of sources.

- Identify a variety of different sounds that can be made with their bodies and everyday materials.
- Hear and identify sounds from a variety of different sources.
- Identify how sounds are made, associating some of them with something vibrating
- Identify that vibrations from sounds travel through a medium to the ear
- Identify patterns between the pitch of a sound and features of the object that produced it
- Identify patterns between the volume of a sound and the strength of the vibrations that produced it
- Identify that sounds get fainter as the distance from the sound source increases.

### The Earth and Beyond

#### Seasons

- Identify changes across the four seasons: autumn, winter, summer and spring
- Identify and describe weather associated with the seasons
- Identify how day length varies during each of the seasons.

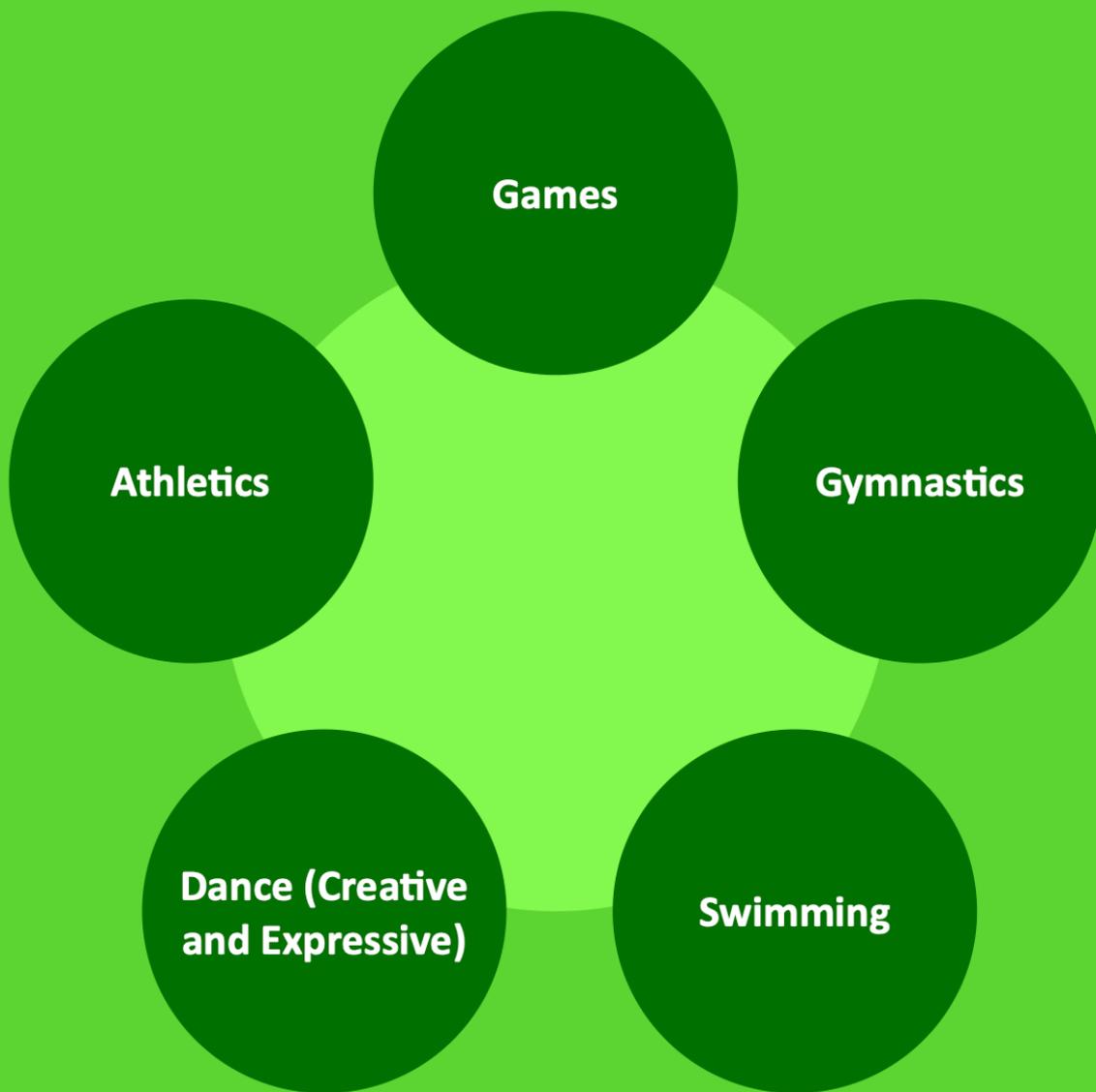
#### The Earth and Space

- Investigate properties of the Earth.
- Understand that the Sun, Earth and Moon are spherical bodies
- Describe the movement of the Earth in relation to the Moon and the Sun, for example that the Earth orbits the Sun once per year and that the Moon takes approximately a month to orbit the Earth.
- Explain that day and night are related to the spin of the Earth on its own axis.
- Describe the movement of the Earth, and other planets, in relation to the Sun in the solar system.

#### Rocks

- Identify characteristics of rocks.
- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Identify and describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Identify that soils are made from rocks and other organic matter.

## Physical Education (PE)



## Physical Education

Our priority aims for students in this subject are:

- To develop physical awareness, coordination and skills for everyday life.
- To master the ABC of sport – agility, balance and coordination
- To have confidence and enjoyment when applying physical skills within a range of sports, including competitive sports
- To be able to work as a team
- To understand that sport and exercise are important aspects for a healthy life.
- To have water confidence and be able to swim

### Principles of delivery and coverage

When planning learning in PE, as with all subjects, teachers start by considering the developmental needs of the children. From here, they will consider which of the **ABCs** can be developed during the session.

Students will develop their knowledge and skills relating to PE at least twice a week, once in a PE session and once in a weekly swimming session. Across the school year all students develop skills in the context of **Games, Gymnastics, and Athletics**.

A number of students at Bardwell School develop basic functional motor skills during their time at school. Advice from physiotherapists and occupational therapist support planning in these areas. A brief outline of such developments is detailed at the end of this section of the curriculum.

### Games

Skill acquisition is an important part of any game and can be developed individually, in pairs or through team games, both competitive and noncompetitive in nature. These skills, which can be taught with and without equipment, include:

- **Sending** - throwing, rolling, bouncing, kicking, striking, and batting to an individual or target area
- **Receiving** - catching and trapping
- **Travelling** - dribbling, bouncing, carrying with changing speed and directions **Awareness of space and other people** - running, dodging, chasing and avoiding

There are four types of games that would be taught:

- Invasive games (i.e. football, rugby, hockey, basketball, netball)

- Striking and fielding games (i.e. cricket, rounders, baseball)
- Net or wall games (i.e. tennis, volleyball, badminton)
- Target games (i.e. skittles, golf, curling).

We aim to give students an understanding of the game rules, scoring, correct use of equipment and knowledge of specific vocabulary. Where appropriate, visits might be arranged to watch some games being played professionally. Fostering the correct attitude is as important as developing skills and knowledge. Therefore, cooperation, fair-play and team spirit are always encouraged.

## **Gymnastics**

When students are taught gymnastic activities, they will learn different ways of performing the basic actions of:

- travelling
- turning
- rolling
- jumping
- balancing
- swinging
- climbing

These activities can be taught both on the floor and using apparatus. As students learn these skills they will also learn to link a series of actions and how to repeat them.

While developing these skills students will also be taught to make different body shapes, to develop an awareness of the space around them and how they move within it, and to work at different heights. Students will work individually and collaboratively in pairs or small groups. Older students will also be taught to emphasise changes of shape, speed and direction.

Through participation in these activities students will develop their gross motor co-ordination, flexibility, and learn to improve the control they have over their bodies. Students will be encouraged to think about the importance of presentation in their work.

## **Athletics**

When participating in athletic activities students will learn to develop basic techniques in running, throwing and jumping using a variety of equipment. In these activities the emphasis will be on accuracy, speed, height, length and distance.

Students will be encouraged to measure and improve their own performance to facilitate the fulfilment of their own individual potential.

Activities might include running in relays and over short distances, throwing using different techniques, target practice, throwing soft javelins, vertical jumps and standing long jumps.

## **Swimming**

All our students take part in swimming lessons on a weekly basis in the school's hydrotherapy pool. We believe that all children should have access to this area of the curriculum, which is structured in a developmental order from basic water confidence through to advanced swimming skills. Each student can therefore participate according to their individual level of ability.

A consistent whole school approach to the teaching of swimming ensures that the fundamental aspect of water confidence is continually reinforced, and students' skills are built upon effectively as they progress through the school. Certificates are used to foster our students' sense of achievement.

The teaching of swimming is broken down into the following components:

1. Different entries
2. Pool confidence
3. Early swimming activities
4. Basic stroke development
5. Advanced stroke development
6. Submerging
7. Survival skills

## **Basic Functional Motor Skills**

For some students, it is essential to teach Basic Functional Motor Skills in order for them to learn and acquire movement skills which in other children may be taken for granted. Very often, this specific teaching requires additional equipment which the children can use to help establish a stable base. Consistent language used repetitively is a necessary part of this teaching. This helps the student to internalise the sequence of actions necessary for a particular movement. For example, when supporting a child to roll the adult would say:

*"I am lying straight, I lift my arm above my head, I turn my head to the side, I lift my hip up and I roll over."*

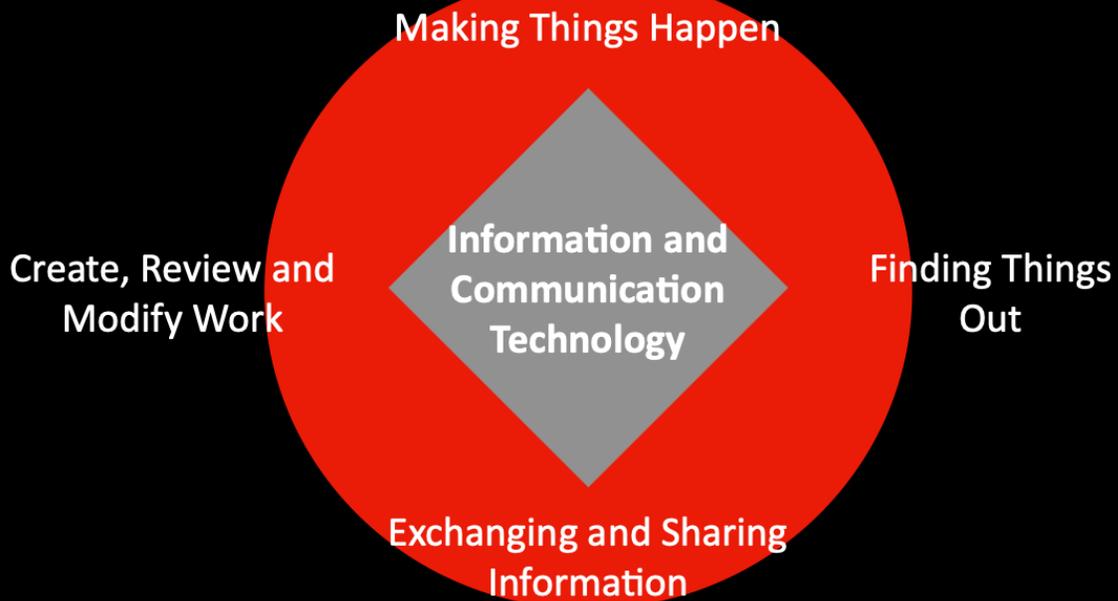
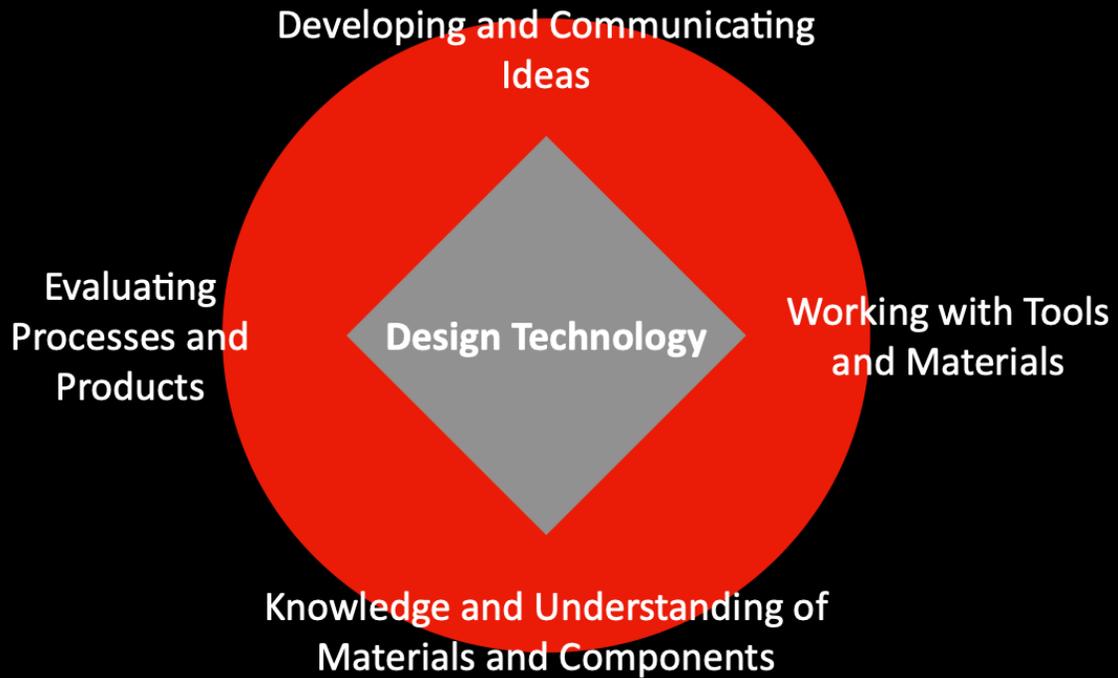
The Basic Functional Motor Skills taught might include:

- fixing
- lying
- lying to sitting

- sitting
- sitting to standing
- standing

These skills are taught functionally in meaningful situations throughout the school day, as well as within PE sessions.

# Technology



## Design Technology (DT)

Our priority aims for students in this subject are:

- To develop creative, technical and practical expertise to perform everyday tasks confidently
- To be able to contribute ideas to produce a design of either a product or solution to a problem
- To be able to select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing
- To be able to evaluate both a range of existing products and their own ideas and products against a design criteria

### **Introduction**

We wish to encourage students to work through simple processes and projects, step by step, solving problems as they progress and evaluating the effectiveness and quality of the end result. Students will build on their early childhood experiences of investigating objects around them. They will be encouraged to explore how familiar things work and to talk about, draw and model their ideas. As they progress they will work on a range of designing and making activities, either individually or as part of a group. They will be encouraged to think about what products are used for and the needs of the people who use them. They will plan what has to be done and identify what works well and what could be improved on.

### **Developing and Communicating Ideas**

Our students need many skills in order to visualise and plan a product. We aim to enable all of our students to be involved in generating a design, a process which involves a progression of skills from choice-making through to drawing detailed plans. The design process includes time for becoming familiar with materials, exploring how they can be shaped and how components can be combined to help students to develop their ideas. Students also need to develop an awareness of conventional representations of products in 2D plans and 3D models, and to begin to understand that they can use these conventions to communicate their own ideas.

### **Working with Tools and Materials**

The practical aspects of Design Technology give students the opportunity to develop and practise many skills from our Fundamental Skills curriculum, principally cause and effect, sequencing skills and a wide variety of finer motor skills. The making process could involve very basic skills (e.g. hitting a pre-sawn plank to separate it) through to comparatively complex ones (e.g. using tools independently, correctly and safely).

### **Evaluating Processes and Products**

Having generated ideas for products and worked through the making process, students will need to consider how successful they have been, not only in terms of creating the product they

envisaged, but in gathering feedback from other people on how well it meets the original aims that were set out.

### **Knowledge and Understanding of Materials and Components**

When evaluating their designs, students will be encouraged to make the link between their work in the classroom and designs in the wider world. Throughout the designing and making process, certain key Design Technology concepts will be discussed and students will be encouraged to look for those concepts in the successful designs which surround us. Our students will be encouraged to consider in their own work and that of others whether designs meet their purpose, are securely constructed, are of quality and are aesthetically pleasing. The use of appropriate vocabulary for naming and describing equipment, materials and components and an awareness of the health and safety issues involved in Design Technology will also be an important element when teaching a knowledge and understanding of this area of the curriculum.

**Important note: Cooking and Nutrition is delivered through our PSHE Curriculum. This is due to the importance of our students developing wider principles of safety, personal care and well-being when developing cookery skills.**

## Information and Communication Technology (ICT)

We live in a world in which it is becoming increasingly necessary to be aware of how technology is influencing our everyday lives and how we can use technology skills and understanding to our benefit. We wish our children to regard the use of technology skills and understanding as a familiar and effective method of analysing and solving problems. Our students are given opportunities to experiment and develop their technology skills in many curriculum areas. The confidence to explore the potential of technology and evaluate its effectiveness is a quality which we would wish to instil in our students.

Our priority aims for students in this subject are:

- To develop fine motor skills
  - To be able to use a touch screen device
  - To be able to use a device (mouse, keyboard etc) to manipulate something on screen
- To be able to communicate intentionally using low and high tech AAC devices where appropriate
- To be able to gather information from different sources
- To be able to use ICT to explore what happens in real and imaginary situations
- To be able to exchange information and ideas with others in a variety of ways, including emails and text messaging
- To be able to select appropriate information sources, programs and tools for specific tasks, taking into account ease of use and suitability e.g. using an app to navigate to a specific place or complete a calculation
- To understand how to use electrical equipment safely
- To understand internet safety

The ICT curriculum develops both skills and knowledge, enabling students to develop an understanding of the principles of using ICT devices. ICT builds an understanding of how computers work and how they can be used in students' lives, enabling them to maximise their independence skills. Students have access to computers, tablets and other AAC devices which provide opportunities to use ICT within the class across a range of subjects. This can be observed in various forms.

We define Information and Communication Technology (ICT) as any electronic means by which children can gain access to information, or present information to others. The curriculum framework for this area has been designed explicitly to set out the links between the physical skills for working with ICT and the educational reasons for using it. We believe that ICT can support our students' learning in any subject.

The first section, 'Making Things Happen', underpins the remaining three sections. Whilst we believe that this structure represents a clear progression of ICT skills, our students may work in any of these sections simultaneously, and there is scope for students to sample aspects of learning from any section at any time.

Our school is committed to a continuous evaluation of the potential benefits offered to our students by the rapidly changing world of ICT. Our selection of software and hardware reflects our school aim to develop greater independence for our students, through choosing tools which motivate the children to use them and allow them to achieve exciting results with minimal obstacles.

### **Making Things Happen**

The actions, skills and concepts within this section of the curriculum are intended to extend the learning of students who are at the earlier stages of development. The ever-increasing range of ICT media provides a wealth of valuable learning opportunities for these students.

The reasons for using ICT at this stage can be to support the development of communication skills and those from our Fundamental Skills curriculum. This links with the relevant sections of the Bardwell curriculum and ICT can be used to support and consolidate learning across all subjects.

The four means of using ICT at this level are hierarchical:

1. **React to media without intent** - By this we mean the student responding in a reflex manner to a stimulus presented through ICT, whether this is by a physical movement, a vocalisation, a facial expression or any other reaction appropriate to the individual.
2. **React to media with intent** - This would involve similar responses to Stage 1 above, but the responses should be judged to be purposeful and consistent over time. This conclusion would be arrived at through long-term observation.
3. **Interact with media with intent** - This next stage involves a student understanding that when they carry out an action, they get some form of output from the ICT stimulus.
4. **Control media with intent** - This is when a student carries out an intentional action in order to activate a known output from an ICT stimulus. It might be expected that the student acts within the constraint of a time limit (e.g. the screen must be pressed within 20 seconds of an image being shown) or a spatial requirement (e.g. it will only work if the student correctly targets the onscreen button, as opposed to touching any area).

### **Finding Things Out**

We believe that specific ICT skills can be taught in a variety of teaching situations. We are committed to the use of ICT to improve access and to support learning across the curriculum for all of our students.

As with any search for information, it is important that our students are made aware of the need to consider the reliability of the source used. This is just as true for ICT as it is for media such as newspapers and books.

ICT enables our students to retrieve information from a wide range of sources beyond their immediate experience through:

1. **Using localised media** - By this we mean using readily available, self-contained information resources which can be accessed within the classroom. The important thing at this stage is that the student learns that there are physical objects which contain information that can be searched using ICT equipment.
2. **Using technology to access people** - This would include examples such as phone and e-mail. At this stage the student is learning about how technology can enable us to learn from people who are not physically present with us.
3. **Using remote media** - This is very similar to localised media but refers to sources of information which cannot be readily handled. This could include using a server or cloud-based platforms to store media such as photos of a residential trip, or class work that has been archived. More importantly, our students need to learn about the potential of accessing information through the Internet, including the use of search engines.

### **Create, Review and Modify Work**

In order to encourage our students' independence, it is important that they are given control over work they create, and ICT offers us a vehicle to support them in experimenting with choices. It is important that they have balanced opportunities to collaborate in small teams as well as working individually.

1. **Media capture processes** - There are many ways in which students may capture media using a variety of ICT equipment. In its simplest form, this would include teaching the students to operate current equipment to capture still and moving images, sound and text. In a world of technology where so many products fulfil more than one role it is important that our students learn to make choices about what equipment might be best suited to their purpose. In each case, students will need to learn how to import the unprocessed media to an appropriate ICT device ready for use later.
2. **Create and store** - Following this, students will be taught to make informed decisions as to which ICT tools would best facilitate desired outcomes. This could range from the simplest step such as clicking a single button to create a slideshow from a set of photos (with no need to even consider how or where to store it), through to blending together sound recordings with video clips and still images, and making decisions about naming and saving the file so that it can be found later on. Students would be encouraged to develop systematic approaches to storing their work, and to make decisions about whether to keep certain pieces of work at all.
3. **Edit work** - We would also encourage students to make creative decisions as to how their work develops. Opportunities would be given for students to reflect on choices they make, to ensure that they are aware that other outcomes were possible. In this way they will be able to purposefully influence learning outcomes and many will learn to handle information in order to communicate their ideas in different forms.

### **Exchanging and Sharing Information**

Students will be encouraged to consider a range of different methods of storage and delivery, both physical and digital, taking into account the very latest technologies. They will be provided

with the opportunity to develop the skills necessary to exchange and share their work, bearing in mind the specific needs of an intended audience.

**1. Producing a Physical Product** - This is the stage where students will learn how to export a finished piece of work to a physical medium. This will be closely linked to developing the students' awareness of the intended audience. Students will need to recognise that members of their local community, such as parents and the students' peers, may wish to have access to the work via a physical medium that can be handled, but may equally prefer to use a remote digital route such as downloading it from the internet.

**2. Producing a Digital Product** - At the same time as learning how to export work to a physical medium, students will also need to learn that they can store the work in a format that can be accessed purely as a digital document. Whilst this may be useful for members of the local community, students will learn about how this makes their work available to people around the whole world. Developing the students' ability to think about this potential worldwide audience will link with developing their ability to reflect on the content of their work.

**3. Communication with others** - Our students have excellent links with their peers in local mainstream schools, and they are increasingly becoming part of much wider communities. Technology is a vital force in supporting these developments, and our students need to be given opportunities to learn how to use the best and simplest tools to communicate with other people around the world in order to collaborate on shared projects.

### Resources

Cross-curricular links within ICT provide an avenue whereby key skills are reinforced by using ICT devices these may include:

Curriculum Area	ICT resources
Communication and Language	Symwriter, Proloquo2go, landline phones, mobile phones, internet cameras, CD players, iPods, Interactive books, Powerpoint presentations, Espresso, cause and effect games, one-step switches, Helpkidzlearn, Storymaker.
Mathematics	ICT games, digital time, debit and credit cards, ATMs, roamers, fitness DVDs relating to time keeping, number recognition apps.
PSHE	BBC Learning Zone, iPlayer, Ask Frank, Virtual jobs, Oyster cards, visual timers for turn-taking, electrical items and their uses.
Science	BBC Learning Zone, Youtube, Pinterest, TES.
PE	CD player, iPads to record and celebrate success, BBC Academy.

ICT	Computer skills, accessing computers and electronic devices (turning on/off), photos, filming, making DVDs, PowerPoint, using the Internet, Apps store.
Creative (Art, Drama, Music)	Watching/listening to songs, eye-gaze for drawing, TACPAC.
Humanities (Geography, History)	BBC Learning Zone, Youtube, Pinterest, music and videos (people around the world), Google Maps.
RE	BBC Learning Zone, Youtube, Pinterest, Espresso, CBeebies.
MFL	BBC Learning Zone, Poisson Rouge, Take Ten, 'I translate' apps (other language apps).
Technology	'e-safety', using electrical devices safely, cookery (digital scales).
Early Development	Eye-gaze, The Bubble.

# Creative and Expressive

## Art and Design

Pattern,  
Texture, Colour,  
Shape

Media and  
Techniques

Artists and  
Cultures

## Music

Listening

Composing

Performing

## Dance



**Stimulus**

**Composing**

*Action, Dynamics, Space,  
Relationships, Rhythm*

**Performance**

## Drama

Process  
Orientated  
(Workshop)



Performance  
Orientated  
(Performance)

## Creative and Expressive

The aim that underpins all learning in creative and expressive lessons is that our students develop a wide range of creative skills which they explore and use with confidence as a means of self-expression. Beyond this, the creative subjects offer myriad opportunities to weave in learning from other curriculum areas. This could be something as simple as honing fine motor skills when manipulating artist's tools or using a scientific event such as the Big Bang as the stimulus for a dramatic or musical performance.

In a skills-based curriculum, our learning in these subjects will always be centred on the specific skills that we expect our students to acquire through these creative disciplines. However, as educators, we should always bear in mind the power of the creative subjects (as with any subject taught in a thought-provoking and engaging way) to illicit a range of responses from human beings. Different people are likely to be affected by the stimuli they are presented through their explorations of art, dance, music and drama in very different ways.

## Art and Design

The Art and Design curriculum is divided into three areas:

- **Pattern/Texture/Colour/Shape**
- **Media and Techniques**
- **Artists and Cultures**

Through these three areas students will have a wide range of experiences and opportunities to develop their skills. Students will be encouraged to create their own pieces of work both to express their feelings and to record their observations. It is likely that many activities will involve more than one of these areas.

Students will be encouraged to create their own pieces of work both to express their feelings and to record their observations.

Art is split into 3 strands:

### **Colour, Shape and Texture**

Students will be introduced to and given opportunities to explore the creative potential of visual and tactile elements. This will include pattern and texture in natural and made forms; colour matching and how colour is mixed from primary colours; how images are made using line and tone and the use of shape, form and space in images and artefacts.

### **Techniques**

Students will experiment with different tools and techniques including those used for drawing, painting, printmaking, photography, collage and sculpture. Flexible resourcing enables us to explore as wide a range of materials as possible. Students will be taught that it is possible to work creatively, to work cleanly and tidily at all times and to handle the tools and materials appropriately.

### **Artists and Cultures**

Students will be introduced to the work of artists past and present from a variety of cultures. It might be appropriate for the students to use this work as a stimulus for their own pieces of art, applying learned skills. Work within school will be supported by visits to exhibitions, both locally and when on residential trips in Britain or abroad. Where appropriate, local artists will be invited in to school to work with the students.

## Music

Music is a powerful, unique and accessible form of communication that can change the way students feel, think and act. Musical appreciation and the development of musical skills are valued as significant contributors to the overall creative atmosphere of the school. Music offers pleasure and enjoyment; it enables students to work together; and finally, it develops an understanding of our own and other cultures.

Learning in music is split into three elements:

- Listening
- Composing
- Performing

The students will be provided with opportunities to develop their ability to:

- use sounds and respond to music individually, in pairs and in groups
- use ICT to explore, record, play back and analyse sounds
- recognise, rehearse and apply the musical elements that permeate all our teaching: pitch, timbre, tempo, duration, structure, texture and dynamics

### Listening

Students will develop:

- a general enjoyment of music
- an awareness of different musical moods
- the ability to express choice in relation to their musical preferences
- an ability to analyse what they can hear drawing from what they already know
- an understanding of music from different times, places and cultures

### Composing

Students will focus on:

- creating musical patterns and organise sounds and musical ideas
- compose in response to a variety of stimuli
- compose for a variety of purposes
- modify their work after personal reflection and other feedback

### Performing

This will involve opportunities to learn and explore:

- rhythm and percussion
- playing simple tuned/untuned instruments
- the development of singing and simple song writing
- improvisation
- standard and non-standard notation
- how to rehearse and perform with others

## Dance

Through the teaching of dance, we aim to provide opportunities for students to develop their physical, creative, personal, social and emotional skills. In most cases, dance work will build up around an initial stimulus, provided by the teacher or perhaps by the students themselves.

### Stimulus

The stimulus aims to initiate the theme for the students work before they begin to compose and later perform their own dance. It aims to provide ideas for actions and movements within the dance whilst provoking a response, promoting opportunities for the students to explore their own ideas. Stimuli may be used in isolation or in combination, taking a variety of forms:

- visual: objects, sculptures, colours, shapes and examples of traditional and contemporary dance from different cultures, etc.
- tactile: hard, soft, smooth, rough materials / objects, etc.
- auditory: music, poems, stories, etc.

### Composing

Having been inspired by the initial stimulus, students are encouraged to select and refine their movement ideas to create a dance on an individual or group basis, exploring the following aspects of composition in an imaginative way:

#### Action - 'What are we doing?'

- Actions - travel, jump, turn, balance
- Parts - head, toes, spine, surfaces
- Shapes - twisted, curved, stretched

#### Dynamics - 'How are we doing it?'

- Time - fast, leisurely, frantic
- Weight - strong, gentle, drift, struggle
- Energy/Flow - burst, continuous, controlled
- Dimension - expansive, constrained
- Levels - high, medium, deep

#### Space - 'Where are we doing it?'

- Personal and general space
- Directions - up, forward, to the side
- Pathways - curved, straight, zig zag

#### Relationships - 'With whom or with what am I doing it?'

- To the body
- One's self to others
- To objects and environment

**Rhythm** - 'When am I doing it?'

- Awareness of speed, time, tempo
- Listening, following, repeating rhythmic patterns
- Body rhythm

**Performing**

Having explored the above elements and considered how they might successfully dovetail the students will compose, rehearse, refine and repeat their dance. This process will continue until the students are satisfied that their performance communicates their desired response to the initial stimulus effectively to the target audience.

## Drama

Through the teaching of drama we aim to provide opportunities to respond to given stimuli by exploring and expressing our feelings and opinions. We then aim to identify, learn and rehearse new techniques through workshop drama before we apply what we have learned within a relevant context in the form of a performance.

Through its accessibility and versatility, drama is a medium through which skills in other curriculum areas can be developed. It gives students the opportunity to gain enquiry, exploration, evaluation and assessment skills as well as encouraging personal growth, self-confidence and respect and consideration for others. Drama can be used to communicate a message, tell a story and explore a theme, issue or experience.

Students could work individually, in pairs or within small groups working from a single stimulus or building upon an established theme. Students will participate closely with their peers in creative drama activities, developing an awareness of working collaboratively, actively responding to dramatic stimuli through turn taking or cooperation. Alongside this, students may be encouraged to respond individually to a variety of dramatic situations or stimuli, expressing ideas and emotions through drama activities. Students may progress to considering how to utilise space together with resources. An example of this may be the extension of a response to dramatic stimuli by incorporating the use of props as part of role play, storytelling, imitation or mime.

A skills or process-orientated approach to drama can take many forms. It might be that a single skill is chosen, for example, to develop movement skills appropriate to a role, or it might be appropriate to look at a common strand enveloping many skills. Whatever the skills to be learned and practised, sessions will always aim to foster an enjoyment of drama in students, inspiring them to develop their creativity and imagination whilst experiencing, reflecting upon and learning about the art of performance itself.

### **Stimuli**

The stimulus is the starting point for every drama lesson and aims to introduce an idea, inspire a response and promote creativity. It may be used in isolation, as part of a theme or linked to other curriculum areas. It is intended that a stimuli will underpin and direct the students work and where appropriate, accompany their performance. Stimuli can take many forms including lighting, film, photographs, natural objects, props, stories, poetry and music.

### **Response**

Through the medium of drama, we then aim to enable and encourage students to respond or react to the chosen stimulus. This may range from an instinctive reaction such as a smile or by reaching out a hand, through to a considered reaction that encourages the development of ideas and the communication of a response. To be able to form a response the students may explore the stimulus through a range of sensory experiences, reaching out and handling it, by

smelling or tasting it and by attending and commenting on how it looks and sounds. As they do this, the students will be encouraged to respond to the stimulus drawing links from personal and previous experience.

### **Process-orientated (Workshop Drama)**

The structure of workshop drama aims to develop specific drama skills. The students will be provided with opportunities to explore, rehearse and refine new and existing skills that can then be transferred to a performance. Selected stimuli, costumes and props can be utilised to support the students' learning.

#### **Drama Games**

The students will be provided with opportunities to engage in games aiming to develop speaking and listening skills, turn-taking, and to build confidence. Examples of such games include icebreakers, name games, clapping games, trust games, cooperative learning games, concentration games and memory games.

#### **Movement Skills and Spatial Awareness**

Through the development of movement skills together with spatial awareness, the students will explore basic movement components and have the opportunity to use these in a creative context. The emphasis is not on performance but on the acquisition, application and demonstration of existing and newly acquired skills.

#### **Auditory and Vocal Skills**

By investigating stimuli such as sound tracking, soundscapes, storytelling, video diaries, sound orchestration, tongue twisters, telephone conversations, dialogues, monologues, debates and presentation skills we aim to develop students auditory skills together with their ability to project, develop clear diction, alter their voices for a given purpose and to comment on their own and others work.

#### **Improvisation and Role-play**

Students will develop their understanding of characterisation through opportunities to improvise and by taking the role of familiar characters in a more structured form of role-play. By engaging in dramatic play, small group or paired improvisation and role-play, students will have the opportunity to rehearse and apply the skills learned in all areas of workshop drama.

### **Product (Performance Drama)**

Performance gives a sense of meaning and purpose to our drama work. It provides students the opportunity to entertain and connect with their audience as well as demonstrate learning, skills and talents acquired during workshop drama sessions. It may be appropriate for a drama lesson or series of lessons to conclude in a final performance. When given the chance to perform, students are able to share their work with their peers, other classes and their wider educational and social community. Showcasing work enhances the students' sense of self-worth, value and

independence. It also gives the wider community the opportunity to celebrate and share achievements.

When working towards a final performance, students may extend skills learned through workshop drama by exploring the following areas:

### **Body Positioning and Movement**

Students will learn about the importance of positioning on and around the 'performance space' or stage, they will understand how to move their body not only to create dramatic effects but to also follow directional prompts.

### **Audience Awareness**

Students will show an awareness of audience, responding to the needs of changing audiences and sustaining their role throughout.

### **Dialogue**

Students will develop their sound and speech production when delivering spontaneous and scripted dialogue. Students may read from scripts and extend their skills through adding intonation and expression when delivering lines.

### **Turn-taking and Peer Interaction**

Students will become increasingly aware of 'self' and their peers and the roles in which they play. Prompts and cues for their individual lines and actions will be taken from their peers.

### **Props**

Students will spend time making and creating props to use within the performance or drama lessons. This may include the use of ICT to create special effects, textile work to create costumes and design and technology to create stage sets.

### **Technical**

Students will explore lighting, sound and ICT in order to enhance their performances.

## **Evaluation, Self- and Peer-Assessment**

Evaluating work and providing constructive feedback are explicit skills in their own right. Students will learn how to be positive and provide constructive feedback to improve their own and others' skills and performances. Students will use a range of media to support this process. Videos and photographs may be used to review performances. Criteria may be provided to guide judgements for feedback where appropriate. Evaluation and feedback can take the following forms:

### **Self-assessment**

Students communicate thoughts and ideas about their own performance.

**Peer-assessment**

Students constructively comment on the performances of their peers.

**Evaluation of a non-class-based performance**

Students learn about the art of critiquing theatre or film.

## Humanities

Through the teaching of Humanities (History, Geography, Religious Education and Modern Foreign Languages) we intend that our students will use and develop their cognitive skills in practical activities, thereby increasing their understanding and refining their interpretation of the world around them. Students would initially draw on their first-hand and immediate experiences such as where they live, what they were like as babies and their relationships with familiar people. They would then move on to use their skills and knowledge to investigate the wider world, including other languages, cultures and beliefs, and the more distant past. In order to build upon their experiences, trips around the school site, around Bicester and further afield would be used to support classroom-based activities. Also, where appropriate, spokespeople might be invited into the school to support the teaching of Humanities, explaining their own role, knowledge, beliefs or actions and answering student questions. In summary, teaching Humanities is about creating for our students rich and exciting learning opportunities that will help them to increase their knowledge and understanding of the world in which they live; both now and as it was in the past. In doing so, we would also hope for students to be able to accept and value themselves and others as well as beginning to foster their own understanding of the world around them.

# Humanities

## Geography

*People and Places*

*Skills and Enquiry*

*Themes*

## History

*People and Places*

*Enquiry and Interpretation*

*Themes*

## Religious Education

*Principles of Faith*

*Knowledge of Religions*

## Modern Foreign Languages

## Geography

Our priority aims for students in this subject are:

- To inspire in students a curiosity and fascination about the world and its people
- To equip students with knowledge about diverse places, people, resources and natural and human environments
- To understand the Earth's key physical and human processes.

At the heart of Geography is the relationship between people and their environment; the human and the physical. Learning about this begins at a personal level - my classroom or my school - and gradually broadens out to the local community and then to national and global perspectives. Students may address this through a study of a particular location or through a thematic approach, and they will always be encouraged to develop their geographical skills and enquiry; transferable skills that they will also be extending within other curricular areas. Description and comparison of places will often lead to an identification of patterns and processes which our students may then be able to extrapolate upon in order to give an overview of the world in which we live.

### **People and Places**

Understanding the world around us, making sense of the way it is inter-related and considering how it has changed and might change in the future are key in learning about geography. No aspect of geography can be taught in isolation. Whilst our students may be focussing on people and places, they will also be looking at patterns and processes, developing their geographical skills and enquiry as well as possibly considering environmental issues within those locations and how people affect this. A logical place to start when considering people and places is the immediate environment; the school locality. Students will have the opportunity to explore within a familiar setting and will be given the tools to extend this exploration in the future; observation, mapping skills, field work, weather watch, directions, using photographs, giving and following directions, the environmental quality and asking questions. They might then move on to consider the local and from this begin to consider contrasting localities, the wider world and the global dimension.

### **Skills and Enquiry**

Enquiry is the process of finding out answers to questions and within this there is huge scope for development. Students may begin thinking about simple questions such as "What is it like?" and move onto more complex issues such as, "Which elements of the environment are manmade and which are natural?" and "How does one impact on the other?". As with all areas of the curriculum, students will be encouraged to ask those questions as well as answer them.

Geographical skills thread through everything that our students will encounter in Geography.

The need to record, revisit and pass on information to others can be explored by making and using maps; from a map of the classroom to an Ordnance Survey or globe. Information can also be gained by reading photographs, sketches and diagrams including tactile images. Students will be encouraged to describe what they see as well as begin to interpret that information. Other sources of information will also be used including ICT. Within geographical skills also comes fieldwork and this could be carried out within the school grounds, Bicester or further afield depending on the line of enquiry. Being outdoors provides students with a new way of looking at and exploring their environment and allows them to develop a curiosity about where they live. For some students, this may be the awareness that they have moved from a controlled environment to one with different terrain and different sensations on the body including wind and changes in temperature. For others this will be the opportunity to test out ideas and hypotheses in the real world. Geography offers great scope for developing language and communication skills from giving attention to an object/place to using literacy skills to describe or evaluate. Students will also be encouraged to learn and use geographical vocabulary.

### **Themes**

As with all aspects of geography, the thematic approach will not be a stand-alone unit that our students learn but will be interwoven with the areas outlined above. Themes might include rivers, coasts and the landscape, natural disasters, settlement, and environmental geography. As a school that hopes to foster in its students a care for the environment, ecological issues including environmental sustainability are often interwoven into all aspects of the geography being taught in school.

## History

Our priority aims for students in this subject are:

- To understand their own history
- To understand one event links to another and that no event or person stands in isolation
- To have knowledge of key influential people and event from the past to the present day
- To develop historical enquiry skills and know that history can be interpreted in different ways by different people.
  - *This includes finding ways and methods to answer questions about the past, as well as identify appropriate questions to investigate.*

History is about studying the past; comparing and contrasting it to our lives now, placing key events into a chronological order that tell a story, understanding the relationships between one event and another and identifying the significance of key people. The concept of the past is a very complex one and so the starting point for all our students will be personal history. This may be explored through a very narrow time frame of one session. Recalling what happened in the session and the order in which it happened is history in its broadest sense and the development of short-term memory skills becomes key. Some students may be able to extend this and consider their lives and how they have changed from babies to now. This will then broaden out to local history - how Bicester has changed over time - and then onto national and global perspectives. From recent history to ancient history or through a thematic approach, students will be encouraged to develop their historical enquiry skills and to begin to understand that history can be interpreted in different ways by different people.

### **People and Events**

Understanding that one event links to another and that no event or person stands in isolation is the key to history. Students, whether thinking about their own lives and events they have been involved in or the lives of influential figures and key moments in the past, will be encouraged to identify that there is a temporal causal sequence to everything. Today is influenced by yesterday and will have an impact on tomorrow. As with geography, the logical place to start with any exploration will be the personal, the local and the recent past. As the concept that there is a time beyond the here and now is developed, students will look further afield to non-familiar people, periods and contexts.

### **Themes**

A thematic approach to history can take many forms. It might be a study of a particular period, for example the Tudors or Britain since 1930, or could be looking at a common strand across many periods, for example the changing experiences of children. Inventors and inventions could be another area for enquiry as could a direct comparison between now and the past. What is the same and what has changed? Whilst addressing the past through a theme, students

will also be considering people and events within it as well as being encouraged to develop their chronological understanding and their enquiry and interpretation skills.

### **Enquiry and Interpretation**

Historical enquiry is about asking and answering questions about the past. An early form of enquiry is to see something unfamiliar, perhaps an artefact and to ask, "What is it?". The answering of the question could be a hands-on exploration of it. Showing awareness that something unfamiliar is there and is of enough interest to be reached for and/or looked at demonstrates the very beginnings of enquiry. Students will be encouraged to ask their own questions and to develop the complexity of those questions as well as to answer them from a range of sources. Use of sources is a key skill in history so as well as handling artefacts, students will make visits to museums, galleries and historic sites, hear stories, eye-witness accounts and songs, handle pictures and photographs and use the internet. They will also be encouraged to place events and objects in chronological order and to begin to use the vocabulary of time; before, after, a long time ago and past. Students will also begin to develop an awareness that there might be more than one answer to any question and that historical sources may not all be reliable and so history becomes a story one must interpret.

## Religious Education

Our priority aims for students in this subject are:

- To understand the Principles of Faith that underpin positive aspects of our communities.
- To develop their knowledge of religions

Religious education (RE) is a crucial aspect of our students learning. Whilst RE is timetabled for one hour a week, in reality elements of our RE curriculum are embedded in everyday life in school through promoting our strong values and developing our students understanding of these values.

RE at Bardwell School is split into two strands:

1) **Principles of Faith** – this includes the values that society gains from religion that underpin positive aspects of the wider community.

2) **Knowledge of Religions** – including stories, festivals and ceremonies.

### **Principles of Faith**

Principles of faith are developed in our students through our positive learning environment at Bardwell where all students are respected as individuals, valued members of the community and have their personal traits and achievements celebrated. Time is taken throughout the day to share experiences and achievements. Our school assembly is once a week, on Friday afternoons. These whole school events promote our students understanding and awareness of the community they are a part of.

### **Knowledge of Religions**

Bardwell School has students from many different faith backgrounds. Our students are also members of a local community which includes people from all faiths. When teaching knowledge, we aim for our students to understand what underpins people's faith to understand the basis of their religion. Key knowledge may include students' understanding that Jesus loved everyone, especially if they were poor or unhappy; or that Sikhs have special teachers called Gurus.

To ensure learning in RE is relevant for our students we adopt the following approach:

**Connection** – linking the principle of faith or knowledge or religion to a student's life.

**Knowledge** – What is the key knowledge we want the students to develop.

**Senses** – We include multi-sensory experiences in all aspect of learning in RE. For some

students the experiences will support sensory development, for others this approach will heighten the power of their learning and reflections. Such learning opportunities will be planned in line with the Early Development curriculum.

**Symbols** – Students learn to identify important symbols and what they represent within a religion.

**Values** – The key values we wish students to understand from one aspect of a religion.

## Modern Foreign Languages

Our priority aims for students in this subject are:

- To know that many languages are spoken throughout the world
- To develop a basic knowledge of the Spanish language, including being able to understand and respond in Spanish
- To learn about Spanish culture, history and cuisine
- To use new languages as a tool to develop speech and sound skills (for application in everyday language).

Learning to communicate through a foreign language gives our students fresh opportunities to explore how the process of communicating with other people operates. Listening to the different vocabulary and speech sounds used in other languages can be a highly stimulating experience for our students, and for many of them the task of trying to use that language themselves presents a very motivating challenge. Teachers will find the Communication and Language curriculum an effective starting point for planning teaching and learning in Modern Foreign Languages, making links between their communicative abilities in their mother tongue with their next steps in learning a foreign language.

Some of the earliest skills which students need to develop for effective communication can be given a new lease of life within the framework of foreign language work; eye contact and the production of speech sounds are two particularly significant skills which can become long term aims for students whose progress is measured in very small steps. Other students can benefit from the opportunity to work on common speech sounds within new words which they have not already previously learned to pronounce correctly. The experience of meeting people who communicate through that foreign language may also be highly motivating - they get the chance to practise their skills and to take pride in demonstrating their ability to use that language.

Students would learn the target foreign language as a whole class using the same methods of best practice that apply to any language work, covering a basic vocabulary and simple everyday phrases. Sessions focussing on the target language would typically take place a term in advance of a planned residential trip abroad. Foreign language work would inevitably have strong links with other aspects of Humanities and would most often be taught in an integrated way, drawing particularly on work in geography, contemporary culture as well as elements of history and religious education.

Spanish lessons are taught in the secondary school, with a key focus being preparing for a trip to Barcelona during Year 10 and/or Year 11.

Students within Key Stage 2 are exposed to Spanish during whole school events, often lead by the students who are planning to go to or have recently returned from Barcelona.

## Individual Work

Individual Work sessions can be used flexibly by teachers. They may be used to:

- address outcomes that do not neatly fit into the weekly teaching and learning that is planned for the class
- address or extend learning objectives that have been set for students in lessons during the week
- revisit prior learning as a means of consolidating or transferring skills to a different context
- carry out assessments with students as necessary

The school timetable is arranged into three sessions:

1. Lesson 1
2. Lesson 2
3. Lesson 3

Lesson three extends for the entire afternoon. Classes are able to plan for the lesson to take place across this entire period. However, some classes may choose to plan in an 'Individual Work' session following Lesson 3. In doing so, teachers must observe the following:

1. Lesson 3 must last for a minimum of one hour
2. A lesson plan must be produced for the Individual Work session (however, it would be reasonable for the same plan to be used across more than one day if students were working on the same learning objectives).
3. That Choosing Time always begins at 2:45pm

An example of a planning template for Individual Work lessons is included in the proforma section at the end of this document.

# The Lodge Curriculum

## Introduction:

*The Lodge* is a distinct part of Bardwell School providing education for our oldest students. As students get older, their learning needs change and students move from the pre-16 Bardwell Curriculum to this post-16 model. Although we share the same values and aims as the main school, our focus is on application of acquired skills and equipping students with the skills they will need in their adult life.

At Bardwell School, we believe that it is important to support students from the earliest stage in developing their skills, so they can leave as young adults with as much independence as possible. Community involvement is central to the curriculum and many of our lessons are based offsite to support students in generalising the skills they're developing, within the context of the local community facilities.

This purpose of this document is to outline the curriculum for learning in *The Lodge* for staff, parents, carers and other professionals. It starts by outlining our values and the structure of our curriculum, then moves on to outline the core aims of each subject, subject content and how we balance the timetable in our post-16 provision.

## Bardwell values

Bardwell has a very strong set of core values. In *The Lodge*, these values are central to the curriculum that we deliver. Here you can see these values and some additional information about what these looks like in *The Lodge*.

*We believe that our students learn best when lessons are based on their interests, strengths and abilities are delivered in a positive, stimulating and challenging environment.*

*Therefore we:*

- *plan and deliver teaching and learning that inspires our students*
- *set targets tailored to each individual*
- *reflect on our methods and approaches to ensure we always provide the highest quality education*

### Bardwell Values in The Lodge

- Lessons are planned to be age appropriate
- There is a focus on preparing students for adulthood
- Significant part of the curriculum is delivered offsite
- Every student has an individualised target sheet
- All staff are aware of individuals strengths and targets

*We believe that our students are unique individuals whose qualities, personalities and achievements will be celebrated.*

*Therefore we:*

- *celebrate their personal qualities and attributes*
- *encourage students to express themselves*
- *share achievements with their peers and the wider school community.*

#### Bardwell Values in The Lodge

- encouraging self-advocacy and self-awareness
- focus on exploring future options
- encourage students to develop hobbies and interests
- focus on developing communication skills to allow self-expression
- share students' achievements with them and their support network
- focus on making our students abilities known within the local community
- encouraging active participation in community life to raise their profile e.g. amongst employers, local community facilities, public transport providers

*We believe our students achieve best when families and the school work in partnership.*

*Therefore we:*

- *maintain open and honest communication with parents and carers*
- *encourage frequency of contact with parents via parents evening, school events, email, phone calls and Multi Me*
- *work with students and their families to set meaningful outcomes that impact their lives in positive ways*

#### Bardwell Values in The Lodge

- encourage students to communicate their success with families where appropriate
- share photographs and videos of success with families/other people in the community
- work alongside the student and family to prepare students for adulthood
- focus on key skills that will support students outside of school
- create opportunities to develop student independence

*We believe that all of our students should be valued members of their communities and play active roles within them.*

*Therefore we:*

- *seek meaningful opportunities for our students to participate in their communities*
- *promote the strengths and abilities of our students in the local community and beyond*
- *organise opportunities that enable our students to share their talents and skills*

#### Bardwell Values in The Lodge

- a significant proportion of learning delivered within the local community
- provide frequent access to the local community services
- work with local companies and employers to provide a range of extra-curricular opportunities for students and to promote their abilities
- provide opportunities for our students to advocate from themselves in the community

*We believe that our students should be encouraged and supported to achieve their full potential and to be as independent as possible.*

*Therefore we:*

- *structure learning to enable achievement with carefully considered levels of support*
- *plan to decrease support at an appropriate rate in order to develop autonomy*
- *support students to reflect on their learning*

#### Bardwell Values in The Lodge

- encourage students to identify their own strengths and know their own targets
- delivering learning opportunities in a range of context to enable students to generalise their skills
- assessment system to evaluate how independently a student completes a task and a focus on increasing this independence
- drive to prepare students for adulthood

*We believe all students should have equal and inclusive opportunities where their learning is tailored to individual needs.*

*Therefore we:*

- *identify small steps to success for all students*
- *understand the importance of repeating and consolidating learning*
- *build whole class inclusion links with mainstream partners*

#### Bardwell Values in The Lodge

- individual targets in place for students, tailored to individual need
- opportunities to repeat learning opportunities and consolidate skills in a range of context
- links with the local community to support access to mainstream life

*We believe that friendships and relationships are central to happiness.*

*Therefore we:*

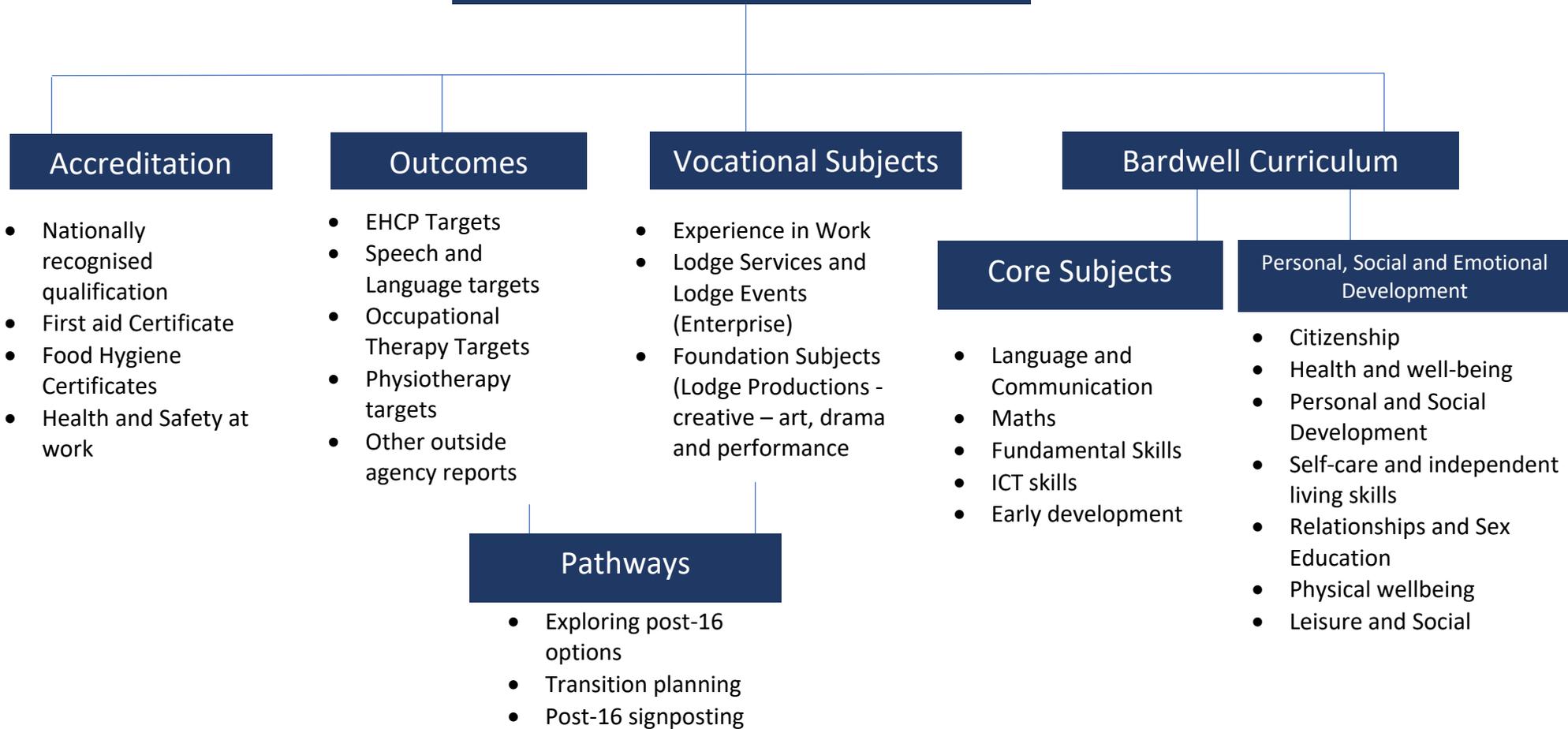
- *support students to develop positive relationships with their peers and members of staff*
- *provide inclusive learning experiences*

- *provide stimulating shared play and social experiences for our students*

#### Bardwell Values in The Lodge

- we build time into the day to allow students to socialise with their peers and staff
- range of age appropriate social activities available for students to access – both structured (e.g. lessons) and unstructured (e.g. in free time)
- all students have equal access to offsite learning

# The Lodge Curriculum



## The Lodge Curriculum – Core Aims and Subject Contents

Under this section, the Core Aims of each curriculum area is expanded and details about the content covered within these subject areas is expanded. Case studies are used to illustrate what these lessons might look for different students. *Please also see the main Bardwell Curriculum for in-depth information about the subject areas.*

### Vocational Subjects

Within *The Lodge*, we offer a range of vocational subjects. As part of this, students have the opportunity to engage in *Experience in Work* placements, run our own enterprise projects and participate in a range of foundation subjects. These include art, drama and performance.

#### Aim:

- Support students in making informed choices about their adult life
- Encourage students to identify the skills and knowledge that they need in a range of work roles and to gain experience of real work environments
- Students to be given the opportunity to apply the skills they possess in a range of settings and contexts.
- Encourage students to develop interests beyond those in the curriculum.

### Experience in work

The opportunity to apply and develop skills within a workplace is facilitated in *The Lodge* through a mixture of regular off-site '*experience in work*' and through exploration of the world of work through structured lessons, taught from school. This gives students the opportunities to develop and apply key skills they've already acquired in a range of settings, as well as preparing them for life beyond school.

Students have access to a wide range of *experience in work* opportunities. This includes (but is not limited to) the following:

- regular off-site experiences where students will stay at the same placement for the duration of a term, revisiting the placement at the same time each week. This gives them the opportunity to become familiar with the work placement and tasks that are presented to them. This allows students to develop their confidence and consolidate learning. Support staff are used to facilitate these experiences with the aim of promoting greater independence across the duration of the experience.
- Regular off-site experiences in work that run the same way as above, but the student attends independently. This may also include getting themselves to and from the placement independently and managing their own time (e.g. deciding an appropriate time to leave to get there on time). Some students achieve this after receiving regular support from a member of staff, this support is slowly withdrawn, increasing student independence.
- It may be appropriate for some students to take part in block placements. This involves visiting an employer for a number of days or weeks at a time, facilitating a

greater understanding of full-time work and supporting the transition between school life and working life in adulthood.

Through these experiences, students develop skills necessary to operate in a work place e.g. appropriate dress, time keeping, social interactions at work. For some of our students, the focus of *experience in work* is to develop their key skills and generalise them a range of settings. Other students will be learning about their options for paid employment and preparing themselves to transition to paid employment after leaving Bardwell. Below are some examples of placements that our students have been involved in, they illustrate a few examples of the benefits these placements can provide to students of varying needs:

#### Hospitality work experience

Two students attended a local hotel and restaurant every week for 2 hours over a 13 week period. Each week students were given tasks to do by the employer, including tasks such as cleaning, serving customers and organising stock.

Through this placement, one of these students was focusing on developing his communication, listening and functional fundamental skills (such a remembering items he had been asked to collect). The main aim of his experience in work was to enhance and develop his skills in a new setting. He had the opportunity to interact with new people and had to apply a number of his key skills to ensure he understood and carried out the tasks requested of him. A member of Bardwell staff supported him throughout the placement to achieve these aims by giving him verbal prompting.

The other student, worked without the member of staffs support. They focused on developing their communication with unfamiliar adults, using clear and full sentences and receiving instructions on their own. They also managed their time independently, quality controlled their work and managing their own appearance whilst at the placement.

Both students made progress with their independence and communication skills through these placements but were working on individualised targets that met their individual needs.

#### Warehouse experience

Each week, students attended a local warehouse and completed a number of tasks alongside the regular warehouse team. The staff at the warehouse structured learning for the students by giving them jobs to do, initially these tasks were design to be simple to complete, such as removing tissue from shoes that had just arrived in the warehouse.

Once the students became confident at a task, they were presented with more complex tasks. This was individualised for each student that attended based on their progress. This placement provided students with the opportunity to use various ICT within the business such as scanners and computers, relocate stock around the warehouse (e.g. organise the size and make of the shoes, using their maths skills to support them). Through this placement, students developed their understanding of appropriate dress in a workplace (warehouse), key communication skills and an understanding of appropriate behaviour in a workplace.

#### Supermarket

One student attended a work placement for a period of 3 years, which helped to secure paid employment for him. This was at a local supermarket. At the beginning of his time in *The Lodge*, he attended the supermarket with support from a TA. Initially, he was driving to and from the placement and completed 3 hours a day with TA support. Over time, the

period of time that he stayed at the placement was increased until he completed a full school day there. The level of support that he was given by the school was also reduced as he became more confident. The member of staff moved from providing support to shadowing, to observing from a distance and eventually withdraw all support whilst on the business premises. Travel training was also an important part of this experience. The member of staff helped to increase his independence by dropping him further away from the store and observing him from afar, over time, he learned the route from school to the placement and learned to completed this independently. Some additional support was then put in place to teach him how to get from the placement to his home address. At this point, he completed the placement independently. Due to his experience and confidence in the role at the supermarket, he was offered a 16 hour, paid contract with the company.

In line with our experience in work programme, all students have access to the labour market, encounters with employers and other employees, experience of a range of workplaces and personal guidance to support them. In addition, all students are encouraged to explore other options, such as further education, such as college. All this information is signposted to students in a range of lessons and through accessing careers information events.

## **Lodge Services and Enterprise**

As well as opportunities to access work experience offsite, we also offer a range of onsite experiences that link to the world of work. This includes enterprise projects where students do a variety of tasks with the aim of making money and *Lodge Services* where students offer services to the school community. Previous examples of this included cooking enterprise projects, photography services, Christmas enterprise and organising charity events e.g. raffles. Through these projects, students develop a range of key skills including communication, maths, fundamental skills and ICT.

## **Foundation Subjects**

Lodge students have access to music, art, drama and performance as part of *The Lodge* curriculum. Students are encouraged to develop these in a range of practical real-life settings and through the cross-curricular learning. These subjects are extended in *The Lodge* to focus on broader awareness of the arts. Students will participate in age appropriate projects which develops their understanding and skills. This could include creating music videos and film making (Christmas production every year). As well as looking at different forms of media (news, newspaper, magazines, films, Podcasts, etc.) and creating art for a purpose (e.g. to put on display in a public place). Students will take part in a range of off-site learning opportunities linked to this e.g. visits to local art galleries, seeing performances/shows, etc. Below is an outline of what is covered within these subjects. For additional information, please see *Creative and Expressive* within *The Bardwell Curriculum*.

### **Art**

- Creating their own work
- Exploring the visual and tactile elements of art
- Key techniques e.g. drawing, painting, printing, photography, collage, sculpture
- Art based around the work of a specific artist/culture – following a key style/technique

### **Music**

- Musical appreciation
- Music as a hobby/source of enjoyment – choices/preferences
- Listening skills
- Music from different times, places and cultures
- Composing music
- Performing music

### **Drama and Performance**

- Developing drama skills
- Drama games
- Improvisation
- Role play
- Performance drama

## Pathways

In order to develop awareness of post-19 options and facilitate transition to adulthood, *The Lodge* students access a range of learning opportunities entitled 'Pathways'. Individual students have different next steps and require different levels of support when leaving full time education. Information collected from students, their EHCP plans, parents' meetings, EHCP meetings, prior assessments and information from people at their next destination (e.g. care providers, college teachers, employers) all inform the support that is put in place for individual students.

## Aims

- To develop student awareness of post-19 options
- Support students in making informed decisions about their lives
- To facilitate transition between Bardwell School and their next step
- Prepare the wider network around students for the transition (e.g. family, careers, social workers, etc.)
- Provide opportunities for students to encounter employers and employees from a range of companies
- Provide experience of workplaces and further education options
- Link curriculum learning to careers
- Provide individual support and guidance to students

Structured lessons within *The Lodge* encourage students to think about their future transition into adulthood. These lessons are built around acquiring the necessary skills to live as independently as possible in adulthood, as well as making informed choices about the future. We recognise that our students will all have different pathways once leaving Bardwell and we provide opportunities for students to explore these options.

Common pathways for our students include:

- Further education – college and residential colleges
- Supported living – residential care settings, semi-independent living
- Independent living
- Employment – supported employment, voluntary employment, paid employment, supported internships, apprenticeships, supported apprenticeships
- Use of care services – day care settings

From the time students enter *The Lodge*, there is a focus on raising awareness of their options once they complete their time in compulsory education. The Pathways part of our curriculum is focused on developing students' awareness of their choices and moving on to their next steps. This includes giving students a taster of the common pathways listed above. Where appropriate, students are given the opportunity to work alongside employers either through experience in work (see above) or through structured learning opportunities (e.g. visiting local employers, exploring what jobs are available in the local area, observing different settings and what roles people fill in those settings, etc.). They also have access to further education options in the same way (e.g. visits to local colleges, college course leaders coming into school, taster sessions, etc.).

In order to support students and their wider network (e.g. their families) to understand the options, we also work closely with local colleges, care providers and employers to signpost post-19 options. This includes hosting a biannual post-19 signposting events, where local providers are all invited to share information with students and their wider support network.

Once students and their families have made a choice on their next destination, a range of support is put in place to facilitate a smooth transition between settings. The support that we provide is offered on an individual basis, catered to the individual student's circumstances. For many students, regular visits to their next destination are very important at this stage of transition. Visits from key workers at the new setting (e.g. employers, new teachers, careers) to see students at Bardwell can also be helpful. Staff from Bardwell can facilitate the sharing of key information between the settings too. For others there are a number of tasks they need to complete to move on e.g. completing a CV to get a job, practicing interview questions or filling in application forms, which we support as part of their transition.

## Outcomes

When planning students learning objectives and opportunities in *The Lodge*, a variety of information about the student is taken into account. This includes targets from EHCP plans and targets set by; speech and language therapists; occupational therapists; the physiotherapy team and other outside agencies. This allows us to adapt the learning and opportunities that we deliver to individual need. In *The Lodge* we aim to support students in achieving these targets in a practical context. Here are details of key information we consider when planning learning opportunities for students:

### EHCP Outcomes

All students at Bardwell School have a set of targets on the Education, Health and Care Plan (EHCP) which have been agreed by the support network around them (e.g. parents, careers, teachers).

### Speech and Language Targets

Speech and Language targets are devised by the speech and language team for individual students. The speech and language therapist train Bardwell staff in strategies to support language development for individual students and we integrate this into the provision we offer daily. The support they provide relates to listening, signing, communication devices, talking, eating and drinking.

### Occupational Therapy (OT)

Occupational therapy support with making adaptations to the environment to make tasks accessible for our students. They provide support with fine motor and writing skills; dressing, chairs and eating. They work closely alongside the physiotherapy team and recommending specialist equipment (e.g. wheelchairs). They provide different support depending on student need. *The Lodge* implements the advice given by the OT team across learning experiences.

### Physiotherapy

The physiotherapy team provides advice and support around student's physical development, specifically related to PE, moving, walking and games. They produce physio plans for those that need additional support. *The Lodge* allocates time for students to work on these targets (e.g. physio swim times, daily physio stretches, etc.), as well as integrating the targets into daily planning to allow students to maximise their progress with this.

### Other outside agency reports

Some students have additional outside agencies supporting them (e.g. the visual impairment team, hearing impairment team, social workers, etc.). The information provided by these teams is also planned into individual students targets and integrated into daily learning opportunities.

## **Personal, Social and Emotional Development**

*The Lodge* uses the Bardwell PSHE curriculum to inform what we deliver within our personal, social and emotional development lessons (please see *Bardwell PSHE Curriculum* for more information). We focus on teaching students practical and age appropriate skills within this which will best prepare them for their adult life. We have an added focus on teaching domestic life skills at this stage of a student's education. These skills are taught through structured lessons and embedded into the daily routines (e.g. students taking responsibility for jobs such as washing, bins, hoovering, etc.).

### **Aim:**

- Recognise and respect their own and other's rights and responsibilities.
- Make a positive contribution to society.
- Learn how to live safe, healthy and fulfilled lives.
- Develop the knowledge and skills required to play an effective role in public and private life.

Below is a list of key topics covered as part of our Personal, Social and Emotional development within *The Lodge*:

### **Citizenship**

- Rights and responsibilities
- Democracy e.g. voting, political awareness
- Justice
- Diversity
- Being a good citizen
- Consumer rights

### **Physical, Health and well-being**

- Healthy eating
- Healthy lifestyles
- Physical activity
- Using community resources e.g. gym, swimming pool, parks, outdoor gyms
- Hygiene – personal hygiene, food hygiene, hygiene of belongings and clothes
- Safety and risks
- Alcohol and drug awareness

### **Personal and social development - Relationship and sex education**

- Interpersonal skills
- Friendships
- Sexual relationships
- Risks
- Social interactions
- Social media
- Saying 'no'

- Stranger danger/safe adults

#### Self-care and independent living skills

- Domestic tasks e.g. cooking, cleaning, looking after the home
- Shopping
- Travel training e.g. using public transport, getting around the local area safely, navigation
- Accessing local facilities e.g. banks, libraries, post-offices, store, etc.
- Safety in the home e.g. kitchen safety, electrical safety, fire safety
- Safety when out and about

#### Leisure and social

- Developing hobbies and interests (Masterclass)
- Accessing local leisure facilities
- Expanding the range of activities that they enjoy
- Self-awareness – what they do and do not enjoy

## **Bardwell Curriculum**

### **Core Subjects**

Within *The Lodge*, we teach core subjects such as communication, math's, functional fundamental skills and ICT. We follow the same curriculum and progression of skills within these Core Subjects as outlined in *The Bardwell Curriculum* for the rest of the school, however, we focus on the application of these skills in a range of practical situations. All students within the Lodge have individualised communication, maths, ICT and independence skills targets which they work towards throughout their week.

### **Aim:**

- Students to consolidate and develop their skills in a range of settings, in order to achieve a greater degree of independence.
- Apply skills functionally in the community.
- Give students access to their community resources.

The context in which we deliver learning is based around practical, real-life uses of the skills, for example we focus on the use of applied ICT in everyday life, communicating and interacting with a range of people in the community, applying communication/literacy skills to everyday life, giving and receiving key information, applying number knowledge to everyday activities, managing your own time and personal finances, etc. Here is a list of key focuses within each area of the curriculum:

### **Communication**

- Interacting with others in a meaningful/purposeful way
- Application of communication/literacy skills to everyday contexts
- Giving/receiving information

### **Maths**

- Managing money – value of money, shopping around for deals, internet shopping, accountancy skills, paying and getting change, do we have enough money?, contactless payments, monthly costs – fixed and variable, disposable income, withdrawing cash, using banks
- Time management – being punctual and consequences, appreciation of time, reading clocks/timers
- Measure – estimating time, measuring in a practical sense (e.g. home improvements, cooking)
- Number – real life transfer to number skills

### **ICT**

- Gathering and sharing information e.g. search engines, social media
- ICT in the home e.g. TV's, radios, mobiles and other hand-held devices, communication devices, game technology and remote controls, cameras, calculators, memory devices
- ICT as a sharing platform and associated risks

### Functional Fundamental skills

- Focus on delivering all areas of fundamental skills (learning responses, fine motor skills, short term memory, cause and effect, visual perception, auditory discrimination, categorizing and temporal sequencing) in a practical way – based around real life tasks

### Early development

A number of students are still working on early development goals in *The Lodge*. These students will continue to work on the skills outlined in the *Bardwell Development tables* (see Bardwell Curriculum). The learning opportunities provided for these students will be age appropriate and delivered alongside their peers. They will be focused around the early communication, sensory development, memory, physical development, personal and social development and creative development, as outlined in *The Bardwell Curriculum*.

We focus on teaching these skills across a range of different situations to ensure that the skills students are focusing on can be generalised to a range of situations. The Lodge takes a thematic approach to teaching these subjects and achieving these targets. Below is a table that shows some examples of how each area of learning is covered within a few lessons we deliver.

<u>Context</u>	<u>Communication</u>	<u>Maths</u>	<u>ICT</u>	<u>Functional Fundamental Skills</u>	<u>PSED</u>
<b>Event planning</b>	Face to face/phone/ email communication to organise the event. Writing letters, completing booking forms, producing advertisements, invitations and tickets. Recording key information.	Budgeting for the event, time-management for the event e.g. what will happen and when, ticket sales, capacity for the event. Recording numbers (e.g. how many people are attending). 1:1 correspondence e.g. when organising tickets, laying tables, etc.	Using different programs such as word/PowerPoint to produce printed materials, online research, photographs of event, editing them, producing DVD's or photo booklets.	Sequencing an event, using short term memory skills – collecting items to decorate a venue, remembering key people they've spoken to. All the skills involved in decoration e.g. finer motor skills, sorting, matching.	Making choices, developing relationships with team and being supportive of each other, risk assessing situations, developing confidence and independence in completing tasks. Developing confidence to interact with wider community.
<b>Lodgebox (selling food to staff as an enterprise idea)</b>	Creating order forms, reading order forms, communicating with all members of the school community – to collect order, communicating with peers (team work).	Budgeting, paying for items, collecting payments, contactless payment. Managing time – using timers. Measuring accurately. 1:1 correspondence- Counting orders/items.	Creating order forms, researching ideas on search engines. Use of timers on an electric device (e.g. iPad)	Sequencing and planning what will happen, Cause and Effect - switch work (control cooking equipment), fine motor skills for cooking items. Short term memory – collecting up items you need to complete a task.	Cooking skills, shopping skills, working as a team, social etiquette in different settings and how to be a good citizen.
<b>Enterprise–photography project</b>	Communicating their ideas verbally, in writing or via email. Creating order forms, reading order forms, communicating with clients (students when taking the photos and parents that are buying them)	Budgeting, managing and handling money, paying money/ cheques into the bank, 1:1 correspondence, counting orders.	Use of DSLR cameras, importing and editing photos, producing order forms, researching best deals online, online orders and payment	Sequencing the activity, categorising items/people, visual discrimination.	Responsibility for the project and working as a team. Developing relationships with a wider range of people (outside their class). Developing a hobby.
<b>Social activities in the community</b>	Communicating needs and wants with members of the wider public e.g. buying a ticket, asking for a drink, etc. Socialising with peers e.g. having a nice time together.	Budgeting, contactless payment, paying, receiving change, directional language	Researching where to go and what to do on the internet, using google maps to navigate an area	Sequencing – what is going to happen, sequencing a familiar sequence (e.g. how to buy a bus ticket). Auditory discrimination – awareness of everyday sounds.	Using public transport, social etiquette in a variety of different settings, access to leisure and developing hobbies. How to be a good citizen.
<b>Experience in work</b>	Communicating with unfamiliar adults, listening to instructions, phone correspondence with employer, initiating conversations, asking questions to gain information, sharing information	1:1 correspondence, practical number work and counting, time keeping (e.g. getting to work on time, taking the correct break, leaving on time).	Use of different equipment e.g. tills, scanners, lifts	Memory/recall skills e.g. collecting items needed, remembering directions/ instructions	Knowledge of the world of work – dressing appropriately, social etiquette, how to be a good citizen. Using public transport to get there.

## Assessment in the Lodge

Every student in *The Lodge* has an individual target sheet outlining the key objectives that they are working on that term. Information is collected on students prior learning, their targets (EHCP, OT, Speech and Language, Physio, etc.), as well as their likely post-19 destination information to inform these targets. As students are completing tasks, staff may collect photographic or video evidence to show how they completed the task. Each student has an assessment booklet to record their progress towards these key objectives. In the books, a comment about what students have achieved is recorded. Alongside this comment is a number which indicates the level of support the student received (see section below for additional information of levels of support). The following assessment code are used:

- X – did not complete the task
- 1 – Completed the objective with **significant** verbal and physical prompts
- 2 – Completed the objective with **some** verbal or physical prompts
- 3 – Completed the objective with **some** verbal or gestural prompts
- 4 – Completed the objective with no staff input
- 5 – Generalised the objective to more than one place

Using these assessment codes allows us to record students progress within a target, highlighting any progress with the level of independence, as well as illustrating if they can generalise the skills they've learnt to different situations. To show that they have generalised a skill, students will need to use that skill in different contexts, with different materials or in different locations. As students get more confident at generalising the skill, they become increasingly responsible for their own learning and more confident to use these skills in their lives beyond school. Recording students' achievements in this way allows us to be confident that students are moving forward with their learning and to ensures adequate levels of support throughout students learning.

Progress overtime will be reported on individually in EHCP meetings as well as through whole school data collection (see our whole school assessment policy).

## **Levels of support**

The level of support students are given when completing tasks is carefully considered taking into account the complexity of the task, the level of risk linked to the task and prior knowledge of students skill set. Below is a table which illustrates the support we can offer to students whilst using public transport:

Task	Factors to consider	Support available
Travelling on public transport	<ul style="list-style-type: none"><li>• Complexity of the journey</li><li>• Students prior knowledge</li><li>• Level of risk on the journey</li><li>• Familiarity with the task</li></ul>	<ul style="list-style-type: none"><li>• Staff support (with significant prompts to support with the task – see assessment table)</li><li>• Staff shadowing/monitoring (visible to student)</li><li>• Staff shadowing/monitoring (at a vantage point – unknown to the student).</li><li>• Tracking students (remotely e.g. by phone (calls and texts), GPS)</li><li>• Peer support</li><li>• Independently complete the task</li></ul>

The same principle is applied across the curriculum to learning. Looking at students acquired knowledge, the complexity of the task they've been given, level of risk and familiarity with the task, we can make an informed judgement about the level of support we need to give students with a task.

In order to support progression, students may initially be offered support to complete an activity and once the student has demonstrated they are familiar with the task and confident, the level of support offered to them will slowly be decreased allowing for greater independence. Due to the speed in which our students learn, this will be done over a period of time as appropriate to the individual.

## **Accreditation**

Due to our belief that the curriculum should be personalised to suit individual needs, the qualifications that we offer students are based on individual need. The student and our curriculum is central to the learning opportunities that we offer in *The Lodge*, therefore, we do not offer a one size fits all approach to accreditation.

We offer access to a range of qualifications that are valued by employers. This includes first aid certificates, health and safety in the work place and food hygiene certificates to the students that this will benefit. The qualifications that we offer are catered to individual need and based on their destination (e.g. if they are aiming for paid employment in a kitchen, food hygiene is very relevant for them).

## **Timetabling and monitoring:**

It is important that our students have access to a range of learning experiences as part of a broad and balanced curriculum. In order to ensure students, get access to a variety of opportunities, as well as adequate opportunities to generalise the skills that they have learned, we create yearly overviews that outline what students will be learning. A range of information is collected to inform yearly overviews. This includes previous lesson planning and yearly overviews, students' individual targets and information about students' destinations following Bardwell. The information gathering process also takes into account updates from Wednesday workshops, staff meetings, annual reviews and recent training updates. When other areas of the curriculum are developed, this is done with post-16 provision in mind. Throughout the year, teaching staff continually monitor and evaluate the lessons and objectives to ensure that what is being covered is relevant for the students and meets their individual needs.

Students in *The Lodge* may have slightly differing timetables, as they are catered to their individual needs e.g. some students may have more access to work experience, others may spend more time using assistive technology. This is based on the individual students' key priorities and next destination.

In order to ensure the lessons that are being delivered are appropriate, challenging and motivating, the Senior Leadership team (SLT) monitors lesson plans, timetables and long-term plans termly. Planning is submitted, reviewed and fed back on. This process feeds into a formal whole school report that is produced to report on the quality of teaching and learning at Bardwell. A review is carried out 3 times a year in line with the school's assessment policy (please see this policy for additional information).

# Supporting Information



## Timetable Weightings

Below are the timetable weightings for subjects across each age range within Bardwell School.

Assessment Nursery	
Subject	Number of terms
Communication 1	3
Communication 2	3
Communication 3	3
Fundamental Skills 1	3
Fundamental Skills 2	3
Fundamental Skills 3	3
Fundamental Skills 4	3
Maths	Maths teaching and learning is delivered through Fundamental Skills lessons where appropriate.
PSHE	PSHE is taught discreetly in the Assessment Nursery, with an emphasis on self-care and independence. PSHE is approached in a thematic way through the student's Learning Through Play lessons.
Physical Development	3
Swimming	3
Learning Through Play	3 (one each based on Understanding the World, Creative and Expressive and PSHE).
Individual Work	Class-specific

EYFS	
Subject	Number of terms
Communication 1	3
Communication 2	3
Communication 3	3
Communication 4	3
Fundamental Skills 1	3
Fundamental Skills 2	3
Fundamental Skills 3	3
Maths 1	3
Maths 2	3
PSHE 1	3
PSHE 2	3
Physical Development	3
Swimming	3
Understanding of the World <ul style="list-style-type: none"> <li>• People and Communities</li> <li>• The World</li> <li>• Technology</li> </ul>	3
Creative and Expressive <ul style="list-style-type: none"> <li>• Exploring and using media and materials</li> <li>• Being imaginative</li> </ul>	3
Inclusion (refer to name of the school)	3
Individual Work	Class-specific

Primary School	
Subject	Number of terms
Communication 1	3
Communication 2	3
Communication 3	3
Maths 1	3
Maths 2	3
PSHE 1	3
PSHE 2	3
Fundamental Skills 1	3
Fundamental Skills 2	3
Science	2
Physical Development	2
Dance	1
Swimming	3
ICT	1
Art	1
Drama	1
Music	1
History	1
Geography	1
RE	1
Inclusion (refer to school name)	3
Individual Work	Class-specific

Secondary School	
Subject	Number of terms
Communication 1	3
Communication 2	3
Communication 3	3
Maths 1	3
Maths 2	3
Maths 3	1
PSHE 1	3
PSHE 2	3
PSHE 3	2
Science	3
Physical Development	2
Dance	1
Swimming	3
Design and Technology	1
ICT	1
MFL	1
Art	1
Drama	1
Music	1
History	1
Geography	1
RE	1
Inclusion (refer to school name)	3
Individual Work	Class-specific

<b>The Lodge</b>	
<b>Subject</b>	<b>Number of terms</b>
Citizenship	3
Pathways	2
Enterprise	3
Creative	3 (one each of performance, music and art and design)
Technology	3
Health and Wellbeing	3
Sport	3
Masterclass	3
Leisure	1
Services	1
Events	2
Domestic Skills	2
Flexible	1
Individual Work	Through the year time will be allocated for students to work on their individual priorities.
Experience in Work	Students will have access to a range of experiences in the workplace throughout the year. This is planned on an individual basis.

## Monitoring the Curriculum

Our curriculum is monitored in a variety of ways using both formal and informal methods. We provide opportunities for teachers observe colleagues teaching, while learning walks provide another means of monitoring the learning opportunities planned for our students. Our weekly curriculum workshops, staff meetings, termly reviews and EHCP meetings all inform the monitoring process.

Two formal processes for monitoring the curriculum are as follows.

### **Planning Folder Scrutiny**

Lesson plans, student files and timetabling are monitored termly by the Senior Leadership Team, who meets with each teacher to discuss current objectives and future planning for each child.

### **Subject Scrutiny**

Planning for other curriculum areas is monitored by the appropriate subject leader, adhering to the following procedure.

1. In the first full week of each term, subject leaders are given the appropriate written plans from the teachers who are covering their subject that term. (Prior to the end of the summer term, a copy of the long-term plan for the forthcoming year for each subject will also be submitted to the leadership team and subject leaders).
2. Subject Leaders collate all written plans for their subject area and prepare a "Subject Leader's Report" which summarises the overall quality of school planning for that term and summarises class teaching observations. The report also outlines any future points for development. In particular, this process will enable subject leaders to ensure across the school:
  - high quality provision for all students
  - coherent subject development
  - coherence of teaching
  - balanced subject coverage
  - consistent planning
  - analyse the success of their subject's contribution to the overall teaching and learning purposes of the school
  - set targets for specific subject improvement.

This report is then circulated to all teachers. Subject Advisors will complete a similar process which outlines the strengths of the plans they have received.

3) Through the School Development Plan, Subject Leaders are able to promote whole school involvement in the development of their subject where appropriate.

# Appendix



### Early Development Tables

(The "Affective Communication Assessment" (referred to as ACA) can be found in the Routes for Learning Additional Guidance Booklet - [wales.gov.uk](http://wales.gov.uk) - Appendix 10)

Routes for Learning Steps	Stages/Progression	What is the student learning?	What are we looking for during observations?	Ideas for activities/where to look for support
<b>Early Communication - Responding and Reacting (To stimuli and the environment)</b>				
<p><b>Routes for Learning 1 and 2</b></p>	<p><b><u>Pre-intentional behaviour</u></b> (response)- Involuntary responses to stimuli often related to uncomfortable physical feelings e.g. pain, hunger. Adults consistently responding to these responses helps to develop positive relationships and to help students understand that their actions have an effect.</p>	<p>They are learning that when they show they are in pain/hungry/uncomfortable that someone reacts to them.</p>	<p>Subtle changes - a small movement of the eyes, a movement of the head or a limb/limbs, a vocalisation, a change in mouth position. Focus either on the person or the object. Students should be exposed to a range of stimuli - people, music, objects Reactions may start with reflexes/responses to Their reactions may not yet be purposeful and could be a reflex but your response can still help the student to learn.</p>	<p>Use Affective Communication Assessment (ACA) to look at responses to different stimuli , over a period of time, including how students behave when they are needing to be changed, hungry, uncomfortable.</p> <p>Start to look for consistent responses.</p> <p>Use ACA to record small changes over time.</p> <p>Use video to closely observe changes - these changes may be very subtle - work with a colleague to review video clips.</p> <p>Elklan pp17-28 for activity ideas</p> <p>Multi sensory approach - work with visual or hearing impairment team where appropriate.</p>

				<p>Make sure stimuli are very obvious and close to the student at first.</p> <p>Make sure adults working with the student know which are the student's strongest senses but continue to include a range of stimuli.</p>
<p><b>Routes for Learning 1, 3 and 4</b></p>	<p><b><u>Voluntary/ anticipatory behaviour (I know what is going to happen and response)</u></b>  Students are intentionally doing something but they do not fully understand that what they are doing has an effect on other people. They may protest when an activity ends by making a protesting vocalisation or move their head or reach out an arm when a person moves near them</p>	<p>Students are starting to recognise routines and learn that they can do something and something happens. The early stages of cause and effect. They are learning about their likes/dislikes/preferences by showing what they like and what they don't.</p>	<p>Consistent actions which communicate that a student likes/dislikes something. When a child vocalises are they trying to request something, tell you they are hungry or say they've had enough of an activity?</p>	<p>Assessment sheet record keeping. Offer repeated activities to collect evidence of the student's likes/dislikes. Individual sensory boxes - looking for consistent responses. Keep note of how a student shows they like/dislike something and whether these responses are consistent.</p> <p>Use video and watch the video for reactions. Are reactions consistent e.g. always smiles when they hear the tambourine? Always screams when they have had enough of an activity/don't like an activity?</p>

				<p>Some switch toys and iPad apps and the eye gaze EyeFX programme can be used to support cause and effect understanding.</p> <p>Elklan pp35-45 for activity ideas</p>
<p><b>Routes for Learning 25, 26, 27, 28 and 32.</b></p>	<p><b><u>Intentional behaviour (I can make something happen &amp; I know I can)</u></b> Students start to understand that adults can get things they want/need. They may communicate intentionally to reject something, show they want more or to get attention. Students may also be commenting, answering or protesting. They may communicate using body movements</p>	<p>They are learning that their actions gain a response from someone else.</p> <p>They are starting to understand that someone can help them or they have control over initiating interactions</p>	<p>Students are starting to be able to make requests (this may be in an unconventional way). They will start to show consistent and deliberate preferences. They are starting to understand cause and effect e.g. I shout and someone comes and talks to me.</p>	<p>At this stage speak to the Speech and Language Therapists about how to support communication e.g. through different switch use e.g. pal pad(very sensitive switch), pillow (head) switch, little mack, big mack or through other means e.g. eye gaze, iPad, touch screen. <b>(Work with Speech and Language therapists for advice)</b></p> <p>Consider a communication passport to help adults accurately interpret child's communication</p> <p>Offer choices throughout the day using the appropriate medium</p>

				See Elklan pp 45-52.
<b>Routes for Learning steps</b>	<b>Stages/Progression</b>	<b>What is the student learning?</b>	<b>What are we looking for during observations?</b>	<b>Ideas for activities/where to look for support</b>
<b>Interacting with people (This area overlaps with items covered in PSHE.)</b>				
<b>Routes for Learning - 2, 5 and 7</b>	<b><u>Pre-intentional behaviour</u></b> (response)- Involuntary responses to stimuli often related to uncomfortable physical feelings e.g. pain, hunger. Adults responding to these responses helps to develop positive relationships and to help students understand that their actions have an effect.	They are learning to tolerate a range of different people being near them.  They show awareness and positive reaction to known people.	Any subtle reactions when another person is nearby.  Do students show any reactions when someone talks to them, touches them, moves them? Is this reaction different according to how well known the person is to them?	<b>Use Intensive Interaction - speak to Speech &amp; Language Therapists for support or watch Dave Hewett Intensive Interaction DVD.</b>  Close observation using video and observation/ACA  Observe reactions when different adults interact with the student.  Seek advice from previous teachers & parents about communication used at home/in the past
<b>Routes for Learning 7, 8 and 11</b>	<b><u>Voluntary/ anticipatory behaviour (I know what is going to happen and respond)</u></b> Students are intentionally doing something but they do not fully understand that what they are doing has an effect on other people. They may protest when an activity ends by making a protesting vocalisation or move their head or reach out an arm when a person moves near them	They are learning early stages of cause and effect. e.g. if I make a sound someone reacts to me.	If an activity is paused how does a student show they are unhappy about the pause. e.g. looks towards an adult/stills/vocalises /smiles.  If a student likes or dislikes an activity how do they show this? e.g. vocalisation, moving body, turning head away or towards	Students to work with a range of different adults and peers - observe students for different interactions with different people.  Intensive Interaction. - supported 1:1 turn taking - vocalisation/body movement "conversation".

			activity, looking at the adult.	Sensory stories - use books for the whole class and make them sensory to include all the senses .
Routes for Learning 13,15,17,22	<p><b><u>Intentional behaviour (I can make something happen &amp; I know I can)</u></b></p> <p>Students start to understand that adults can get things they want/need. They may communicate intentionally to reject something, show they want more or to get attention. Students may also be commenting, answering or protesting . They may communicate using body movements</p>	They are learning that they can seek out the attention of an adult/other student or initiate (maybe in a nonconventional way) interactions.	<p>Do students "greet" familiar people when they see them? Is this is an consistent way?</p> <p>Are they attempting to gain the attention of another person - how do they do this? do they do this consistently?</p> <p>Can students request (at a basic level) e.g. more, stop. Is this consistently? e.g. gestures towards food</p> <p>Do students interact differently with different adults they know- less familiar adults/unknown adults? How do they show this?</p>	<p>Play hiding and reappearing games - students observed for when they recognise the person.</p> <p>Look away from the student - how does the student gain your attention? What if you are further away?</p> <p>For some students they could use a switch at this stage e.g. attach to a wheelchair "Hello" to gain attention in a more conventional way.</p> <p>Role play - dressing up games - using mirrors- incorporate a story into the activity.</p>

## Early Development -Sensory development

Routes for learning steps	Stages/Progression	What is the student learning?	What are we looking for during observations?	Ideas for activities/where to look for support
<b>Tactile development (touch, proprioception, oro. )</b>				
<b>Routes for Learning 1 and 3</b>	<b><u>Pre-intentional behaviour</u></b> (response)- Involuntary responses to stimuli often related to uncomfortable physical feelings e.g. pain, hunger. Adults responding to these responses helps to develop positive relationships and to help students understand that their actions have an effect.	Sensory development - tactile.  Having a variety of tactile items/activities to explore.  Encourage with physical support where necessary.	Record responses to different tactile items/experiences.  Are responses positive or negative? facial expression, body movement, turning towards or away from.  Touch items on different parts of the body e.g. hands, feet, face - are there differences in response?	Allow students plenty of opportunities to move - to explore a range of stimuli by laying on, sitting on etc. Use reactive surfaces e.g. noisy blankets, resonance boards.  Flashing lights/ UV light on white objects/ sparkly material/ rough objects/ strong smells.  Eye gaze, some iPad apps.
<b>Routes for Learning - 4, 6, 9, 11, 12, 14, 16, 19 &amp; 21</b>	<b><u>Voluntary/ anticipatory behaviour (I know what is going to happen and respond)</u></b> students are intentionally doing something but they do not fully understand that what they are doing has an effect on other people. They may protest when an activity ends by making a protesting vocalisation or move their head or reach out an arm when a person moves near them	Demonstrates a consistent response to tactile stimuli.  Attending to tactile stimuli.  Consistent negative response to stop tactile exploration.  Anticipate tactile activities.	If able (or with some physical support) do students reach out to touch a range of textures?  How do they show they are enjoying the sensation or that they want to stop touching the item.	Tac Pac (include all three levels)  Massage  Messy art/messy play  Swing/ swimming pool/ roundabout  Resonance boards/ Soundbeam/ musical instruments  Foot spa/ vibrating cushion/ massagers
<b>Routes for Learning</b>	<b><u>Intentional behaviour (I can make something happen &amp; I know I can)</u></b>	Learning that they make a choice and get	Students reach out for or show with eye pointing which item	

<p>9, 11, 12, 13, 14, 15, 16, 18, 21 and 24</p>	<p>Students start to understand that adults can get things they want/need. They may communicate intentionally to reject something, show they want more or to get attention. Students may also be commenting, answering or protesting They may communicate using body movements</p>	<p>what they have asked for.</p> <p>Students can start to choose between stimuli</p> <p>Communicate negative response to tactile activities</p>	<p>they want to explore.</p> <p>They show they are enjoying holding/touching an item by happy vocalisations, smiling, eye or body movements.</p> <p>If the item is removed they show they want to explore the item again.</p> <p>Starting to understand that when they make a choice they are given what has been requested.</p>	<p>Natural objects - outside &amp; inside exploration</p> <p>Balls/ koosh balls</p> <p>Water and water toys - sponges, squirters, water spray, bubbles</p>
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**Visual, auditory and olfactory processing**

<p><b>Routes for Learning 1,3 and 8</b></p>	<p><b><u>Pre-intentional behaviour</u></b> (response)- Involuntary responses to stimuli often related to uncomfortable physical feelings e.g. pain, hunger. Adults responding to these responses helps to develop positive relationships and to help students understand that their actions have an effect.</p>	<p>Responding to sudden changes in light, sound or when offered a smell (e.g. when a light is turned on or off, when music is turned on or off.)</p> <p>Fix on an object in line of view</p>	<p>Does a student show a response to light and dark e.g. when a light is turned on, when entering the sensory room</p> <p>Does a student startle or respond when an instrument is played/when an instrument stops, when something is dropped, when music is turned on/off.</p> <p>Does a student respond to their own name?</p> <p>Do students look at/fixate on lights or watch light</p>	<p><b>Ensure there are minimal distractions especially if the student has visual or hearing impairment.</b></p> <p><b>All adults be aware of stronger senses whilst still using a multi sensory approach.</b></p> <p>A range of indoor and outdoor activities</p> <p>Use of light tubes, flashing or pulsing light toys.</p> <p>Finger torches or larger torches.</p>
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			<p>movements e.g. light coming through the trees</p>	<p>Shine torches etc. onto shiny paper, water, dark walls.</p> <p>Eye gaze, iPad apps</p> <p>A range of sounds, musical instruments, sounds recorded on switches etc.</p> <p>A range of strong smells.</p>
<p><b>Routes for Learning 10</b></p>	<p><b><u>Voluntary/ anticipatory behaviour (I know what is going to happen and respond)</u></b>  students are intentionally doing something but they do not fully understand that what they are doing has an effect on other people. They may protest when an activity ends by making a protesting vocalisation or move their head or reach out an arm when a person moves near them</p>	<p>Fixating on or tracking lights</p> <p>Fix on an object in peripheral vision</p> <p>Turn towards something obvious e.g. flashing light, a ringing bell, a strong smell</p>	<p>Does a student move their eyes or head to focus on the light, sound or smell?</p>	<p>Offer light in a horizontal line, a vertical line and a random pattern.</p> <p>Use a range of multi sensory items.</p> <p>Light tubes or twinkling lights that move along in sequence.</p> <p>Musical instruments and noisy toys.</p>
<p><b>Routes for Learning 18, 20 and 25</b></p>	<p><b><u>Intentional behaviour (I can make something happen &amp; I know I can)</u></b>  Students start to understand that adults can get things they want/need. They may communicate intentionally to reject something, show they want more or to get attention. Students may also be commenting, answering or protesting</p>	<p>Students track movement in a range of different settings.</p> <p>Students may look towards noises, lights or smells.</p>	<p>Students may look for items that are moving either by following the sight, sound or smell.</p> <p>They may track moving items.</p> <p>They may redirect attention to a second presented stimuli even if they are engaged in an activity.</p>	<p>Strong smells - ginger, mint, lavender.</p> <p>Be aware of strongest senses of each student.</p> <p>Intentional behaviour - tracking activities on SMART board, eye gaze and iPad.</p>

	They may communicate using body movements		Students may start to understand object permanence and look for an item out of sight or hidden.	Drop items and see if students look for where they have gone.
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## Early Development - Memory - this links with several different sections within the early development curriculum

Routes for learning steps	Stages/Progression	What is the student learning?	What are we looking for during observations?	Ideas for activities/where to look for support
<p><b>Routes for Learning 5, 8</b></p>	<p><b><u>Pre-intentional behaviour</u></b>            Involuntary responses to stimuli often related to uncomfortable physical feelings e.g. pain, hunger. Adults responding to these responses helps to develop positive relationships and to help students understand that their actions have an effect.</p>	<p>Shows a different response to familiar or unfamiliar people, places and sounds (e.g. other student's vocalisations)</p>	<p>Memory of familiar people             Memory of their own name</p>	
<p><b>Routes for Learning 9</b></p>	<p><b><u>Voluntary/ anticipatory behaviour (I know what is going to happen and respond)</u></b>            students are intentionally doing something but they do not fully understand that what they are doing has an effect on other people. They may protest when an activity ends by making a protesting vocalisation or move their head or reach out an arm when a person moves near them</p>	<p>Familiarity with stimuli, places, people and familiar routines.             To show consistent responses to people, places and other stimuli.</p>	<p>Memory of familiar people, places and sounds.             Memory of familiar social routines and activities             Starting to anticipate within routines - becoming familiar with what will happen next.</p>	
<p><b>Routes for Learning 14, 18, 20, 29, 34, 37</b></p>	<p><b><u>Intentional behaviour (I can make something happen &amp; I know I can)</u></b>            Students start to understand that adults can get things they want/need. They may communicate intentionally to reject something, show they want more or to get attention. Students may also be commenting, answering or protesting They may</p>		<p>Anticipating what particular stimuli do e.g. know that a toy plays music, spins or vibrates.             Student's show an awareness that two items are present by looking between them.</p>	

	communicate using body movements		Students start to understand object permanence and may look at an item that drops to the floor/is covered by fabric.  Knows how to make simple choices by eye pointing, touching, eye gaze etc.	
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## Early Development - Physical Development (vestibular, proprioception)

Routes for learning steps	Stages/Progression	What is the student learning?	What are we looking for during observations?	Ideas for activities/where to look for support
<b>Swimming</b>				
<p><b>Routes for Learning 1 and 3</b></p>	<p><b><u>Pre-intentional behaviour</u></b> (response)- Involuntary responses to stimuli often related to uncomfortable physical feelings e.g. pain, hunger. Adults responding to these responses helps to develop positive relationships and to help students understand that their actions have an effect.</p>	<p>Pre-intentional - They are learning that there has been a physical change in their immediate environment.</p>	<p>Any change in behaviour when entering or exiting the water. e.g. response to change in temperature.</p> <p>Change when being showered, dried, dressed. e.g. response when shower is put on body, response when hair is washed.</p>	<p>Using a object cue linked to swimming depending on understanding - e.g. the student's own towel to touch and/or look at, a smell of shampoo used after swimming.</p>
<p><b>Routes for Learning 4, 9, 16, 19 and 21</b></p>	<p><b><u>Voluntary/ anticipatory behaviour (I know what is going to happen and respond)</u></b> students are intentionally doing something but they do not fully understand that what they are doing has an effect on other people. They may protest when an activity ends by making a protesting vocalisation or move their head or reach out an arm when a person moves near them</p>	<p>Voluntary behaviour - They are showing a physical response to a stimuli e.g. vocalising when entering the water.</p>	<p>Is the physical reaction the same each time?</p> <p>Do students move to make the water, are they showing understanding of cause and effect?</p>	<p>Using a object cue linked to swimming depending on understanding - e.g. an object cue - the students own towel/trunks/costume, a photograph of the swimming pool.</p> <p>Aid students to explore water, drip, splash and swirl water.</p>
<p><b>Routes for Learning 14, 17, 23 and 24</b></p>	<p><b><u>Intentional behaviour (I can make something happen &amp; I know I can)</u></b> Students start to understand that adults can get things they want/need. They may communicate intentionally to</p>	<p>Intentional behaviour - They show a response to cause and effect e.g. if I move my hand it makes a splash.</p>	<p>Which kind of exploration is the student engaged in e.g. feeling the float, splashing the water, touching the side of the pool?</p>	<p>Using a object cue linked to swimming depending on understanding - e.g. the student's own swimming kit, a photograph of the swimming pool</p>

	reject something, show they want more or to get attention. Students may also be commenting, answering or protesting They may communicate using body movements		Do students anticipate actions when changing, entering the pool or during the session? e.g. their physio programme, familiar actions or songs?  Do they start to purposefully splash, explore the water, watch water dripping etc?	or a symbol showing swimming.  Encourage students to explore the water, items in the pool.
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**Physiotherapy - individual work**

<b>Routes for Learning 1, 2, 5</b>	<b><u>Pre-intentional behaviour</u></b> (response)- Involuntary responses to stimuli often related to uncomfortable physical feelings e.g. pain, hunger. Adults responding to these responses helps to develop positive relationships and to help students understand that their actions have an effect.	Pre-intentional - They are learning that there has been a physical change in their immediate environment.	Any change when they are being moved/their bodies are being manipulated.	Use an object cue when going to physiotherapy e.g. wedge, certain pillow
<b>Routes for Learning 2, 7, 13 and 14</b>	<b><u>Voluntary/ anticipatory behaviour (I know what is going to happen and response)</u></b> students are intentionally doing something but they do not fully understand that what they are doing has an effect on other people. They may protest when an activity ends by making a protesting vocalisation or move their head or reach out an arm when a person moves near them	Voluntary behaviour - They are showing a physical response to being moved or their body is manipulated e.g. vocalising when they are moved.	Consistency in their response to their physiotherapy programme	Using an object cue linked to physiotherapy  Burst and pause activities e.g. start a stretch, wait for a response and then start again to learn anticipation skills.
<b>Routes for Learning 13, 15 and 17</b>	<b><u>Intentional behaviour (I can make something happen &amp; I know I can)</u></b>	Intentional behaviour - They show a purposeful response to cause	Consistency in their response to physiotherapy programme e.g.	Use a object cue linked to physiotherapy or a

	<p>Students start to understand that adults can get things they want/need. They may communicate intentionally to reject something, show they want more or to get attention. Students may also be commenting, answering or protesting. They may communicate using body movements</p>	<p>and effect e.g., resisting or assisting a physio movement.</p>	<p>always smiles when arms are raised, shows resistance to leg stretches.</p>	<p>symbol/photograph.</p> <p>Burst and pause activities.</p> <p>Support students to become familiar with their physiotherapy programme so they learn to anticipate and respond e.g. raise arm when requested.</p>
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**Physical development/PE lessons - group work**

<p><b>Routes for Learning 1 and 3</b></p>	<p><b><u>Pre-intentional behaviour</u></b> (response)- Involuntary responses to stimuli often related to uncomfortable physical feelings e.g. pain, hunger. Adults responding to these responses helps to develop positive relationships and to help students understand that their actions have an effect.</p>	<p>Learning about different stimuli e.g. different fabric, sound, texture balls.</p> <p>Learning that there has been a change in their immediate environment e.g in the hall, moved from wheelchair to mat.</p>	<p>Any changes when they are being moved/interacting with other students/adults?</p>	<p>Use an object cue linked to PE</p> <p>A range of items - brightly coloured, different textures, different weights, different sounds</p>
<p><b>Routes for Learning 4 and 6</b></p>	<p><b><u>Voluntary/ anticipatory behaviour (I know what is going to happen and response)</u></b> students are intentionally doing something but they do not fully understand that what they are doing has an effect on other people. They may protest when an activity ends by making a protesting vocalisation or move their head or reach out an arm when a person moves near them</p>	<p>Students show a physical response to being moved and or a physical response to a stimuli</p>	<p>Responds when a bean bag is thrown onto their lap.</p> <p>Observe responses and reactions -are they consistent?</p>	<p>Use an object cue linked to PE</p> <p>A range of items - brightly coloured, different textures, different weights, different sounds</p>

<p><b>Routes for Learning 6, 7, 9, 10, 12, 14, 16, 20</b></p>	<p><b><u>Intentional behaviour (I can make something happen &amp; I know I can)</u></b></p> <p>Students start to understand that adults can get things they want/need. They may communicate intentionally to reject something, show they want more or to get attention. Students may also be commenting, answering or protesting. They may communicate using body movements</p>	<p>They show a purposeful response to cause and effect e.g. dropping bean bag when asked, rolling a ball down a ramp.</p>	<p>Can students complete physical activities when requested e.g. let go.</p> <p>Is the student engaged in the activity e.g. eye contact, vocalisation, choosing to participate.</p>	<p>Use an object cue linked to PE</p> <p>A range of items - brightly coloured, different textures, different weights, different sounds</p> <p>Use a choice of two items for activity selection e.g. bean bag or ball.</p>
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<p style="text-align: center;"><b>Early Development - Personal and Social Development</b></p>				
<p><b>Routes for Learning Step</b></p>	<p><b>Stages/Progression</b></p>	<p><b>What is the student learning?</b></p>	<p><b>What are we looking for during observations?</b></p>	<p><b>Ideas for activities/where to look for support</b></p>
<p><b>Relationships</b></p>				
<p><b>Routes for Learning 2 and 5</b></p>	<p><b><u>Pre-intentional behaviour</u></b> (response)- Involuntary responses to stimuli often related to uncomfortable physical feelings e.g. pain, hunger. Adults responding to these responses helps to develop positive relationships and to help students understand that their actions have an effect.</p>	<p>Being around others in a range of settings - classroom, outside. Being in social situations - tolerating interactions.</p>	<p>Response to an adult, moving eyes towards the adult, turning the head towards the adult when they are talking</p>	<p>Intensive Interaction.</p> <p>Talking through all activities - explain what is happening.</p> <p>Different ways of being with people - games, sharing a</p>

			.	<p>book, massage, physio.</p> <p>Use object cues for certain people e.g. clothing, jewellery, hair, sound of voice and name e.g. Hello it's Beccy.</p> <p>Tac Pac (include all 3 levels)</p> <p>Record responses over a period of time, look for consistency as well as changes e.g. starts to vocalise when they touch smell a wipe.</p> <p>Play hiding games - under a blanket/different materials. Echo box/Be Active box (Be Active box especially for students with multi sensory impairment.) Class trips</p>
<p><b>Routes for Learning 7 and 8</b></p>	<p><b><u>Voluntary/ anticipatory behaviour (I know what is going to happen and response)</u></b> students are intentionally doing something but they do not fully understand that what they are doing has an effect on other people. They may protest when an activity ends by making a protesting vocalisation or move their</p>	<p><b>Relationships -</b> being around others in a range of settings - classroom, outside. Tolerate and start to seek out interactions</p>	<p>Doing something that gets a response from an adult or another student . e.g. the other person will react/do something/help them/come to talk to them.</p>	<p>Use object cues relevant to the individual- e.g. show a clean pad and let student touch the pad. Let student smell a baby wipe.</p> <p>Allow and plan for waiting time</p>

	<p>head or reach out an arm when a person moves near them</p>		<p>Consistent response to object cues.</p> <p>Open mouth or close mouth - turn towards/away from food.</p> <p>Show preferences through consistent reaction - facial expression/body movements/facial expression.</p>	<p>Reinforce simple movements that indicate a choice.</p> <p>Taste a range of flavours (where possible)</p>
<p><b>Routes for Learning 13, 15 and 17</b></p>	<p><b><u>Intentional behaviour (I can make something happen &amp; I know I can)</u></b></p> <p>Students start to understand that adults can get things they want/need. They may communicate intentionally to reject something, show they want more or to get attention. Students may also be commenting, answering or protesting . They may communicate using body movements</p>	<p><b>Relationships</b> - being around others in a range of settings - classroom, outside. Seek out interactions . Learning about appropriate behaviour. Start to understand expectations. Show preferences - people and places.</p>	<p>Communicate in a range of ways to show they want something.</p> <p>Friendships and seeking people out.</p> <p>Response - smiling, definite point towards someone, looking towards someone, grabbing towards someone.</p> <p>Deliberately knocking down items/spilling items.</p> <p>Different responses to different people - starting to become familiar with familiar routines.</p> <p>Tugging at clothes, pointing, facial expression.</p> <p>Making a deliberate choice.</p>	<p>Offer plenty of choices.</p> <p>Positive and possibly exaggerated response/praise reinforcement and praise for positive interactions.</p> <p>Adult to ignore negative behaviour where possible.</p> <p>Take students to a variety of places to experience different lighting/temperature/smells etc.</p> <p>Teach "NO" - respect when students consistently reject interaction/stimuli.</p>

			<p>Terminating interaction e.g. by turning away, closing eyes.</p> <p>Object when preferred activities are paused or stopped e.g. unhappy vocalisation.</p>	
<b>Personal Care</b>				
<b>Routes for Learning 2, 3 and 5</b>	<p><b><u>Pre-intentional behaviour</u></b> (response)- Involuntary responses to stimuli often related to uncomfortable physical feelings e.g. pain, hunger. Adults responding to these responses helps to develop positive relationships and to help students understand that their actions have an effect.</p>	<p>Showing an awareness of changes in immediate surroundings. Sensory &amp; physical sensations &amp; experiences - warm/cold/movement.</p>	<p>Personal care - reflex reaction to scents and different temperatures.</p> <p>Recording responses to look for consistency e.g. stills when hoisted.</p>	<p>Talking through all activities - explain what is happening.</p> <p>Ensure the student is spoken to throughout the process. Given verbal cues e.g. just rolling you now.</p>
<b>Routes for Learning 7, 9 and 17</b>	<p><b><u>Voluntary/ anticipatory behaviour (I know what is going to happen and response)</u></b> students are intentionally doing something but they do not fully understand that what they are doing has an effect on other people. They may protest when an activity ends by making a protesting vocalisation or move their head or reach out an arm when a person moves near them</p>	<p>Starts to anticipate routines of personal care - respond to cues.</p>	<p>Start to remove clothing/appears to assist by moving arms/their body.</p>	<p>Use personal care object cues - touch clean pad, smell and touch clean wipe.</p>
<b>Routes for Learning 17, 21, 23 and 24</b>	<p><b><u>Intentional behaviour (I can make something happen &amp; I know I can)</u></b></p>	<p>Understanding that different people do things differently &amp;</p>	<p>Assist or purposefully protest when changing.</p>	

	Students start to understand that adults can get things they want/need. They may communicate intentionally to reject something, show they want more or to get attention. Students may also be commenting, answering or protesting . They may communicate using body movements	sometimes in different places. Starting to understand and respond to familiar routines & cues e.g. "roll to...", "arms up". or deliberate non-compliance. Privacy.	Understand and anticipate known routines.	
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### Health Education

<b>Routes for Learning 1 and 3</b>	<b><u>Pre-intentional behaviour</u></b> (response)- Involuntary responses to stimuli often related to uncomfortable physical feelings e.g. pain, hunger. Adults responding to these responses helps to develop positive relationships and to help students understand that their actions have an effect.	Respond to being fed/given meds	Are students showing a consistent response to familiar routines?	Ensure that students are allowed to have tastes.  Reaction to tastes - bitter, sweet etc. Texture - thick /thin
<b>Routes for Learning 3 and 6</b>	<b><u>Voluntary/ anticipatory behaviour (I know what is going to happen and response)</u></b> students are intentionally doing something but they do not fully understand that what they are doing has an effect on other people. They may protest when an activity ends by making a protesting vocalisation or move their head or reach out an arm when a person moves near them	Learning to anticipate	Do students anticipate what is going to happen next.	Do students show a reaction to different tastes?  Do they respond to different food and drinks?  Give a range of textures and look for consistent like/dislike responses

<p><b>Routes for Learning 6, 11 and 12</b></p>	<p><b><u>Intentional behaviour (I can make something happen &amp; I know I can)</u></b></p> <p>Students start to understand that adults can get things they want/need. They may communicate intentionally to reject something, show they want more or to get attention. Students may also be commenting, answering or protesting. They may communicate using body movements</p>	<p>Start to understand about how they feel - hot, cold, uncomfortable and begin to communicate this (may be in an unconventional way). Hunger/thirst</p>	<p>Actions which show that students are requesting items or showing a clear dislike response.</p> <p>Anticipating tastes when offered.</p> <p>Becoming familiar with social routines e.g. break time, cooking lessons and start to anticipate within these routines.</p>	<p>Tastes of different foods (when allowed). Smears of different tastes on the lips.</p> <p>Different textures.</p> <p>A range of strong and more subtle flavours.</p>
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### Early Development - Creative Development

Routes for learning steps	Stages/Progression	What is the student learning?	What are we looking for during observations?	Ideas for activities/where to look for support
<p><b>Routes for Learning 1, 3 and 6</b></p>	<p><b><u>Pre-intentional behaviour</u></b> (response)- Involuntary responses to stimuli often related to uncomfortable physical feelings e.g. pain, hunger. Adults responding to these responses helps to develop positive relationships and to help students understand that their actions have an effect.</p>	<p>Music - to turn head/look towards a sound. Art - to look at different media e.g. sparkly paper, bubble wrap. To feel different textures e.g. clay, paint. To listen to the sounds different materials make e.g. tissue paper, plastic.</p>	<p>Repeatedly turning/looking toward sounds.  Different facial expressions depending on like/dislike - may be linked to pitch or volume of instruments or texture of material in Art e.g. cold paint.</p>	<p>Textures  Materials that are brightly coloured, make different sounds  Music - resonance board, singing, Soundabout.  Eye gaze  A wide range of different stimuli for all senses.</p>
<p><b>Routes for Learning 4, 6, 9, 11, 12, 16</b></p>	<p><b><u>Voluntary/ anticipatory behaviour (I know what is going to happen and response)</u></b> students are intentionally doing something but they do not fully understand that what they are doing has an effect on other people. They may protest when an activity ends by making a protesting vocalisation or move their head or reach out an arm when a person moves near them</p>	<p>Music - aided exploration of instruments - physical support.  Music/Art - Start to show preferences - looking towards a preferred item.</p>	<p>For the student to show a response when a song/rhythm stops on the resonance board or to show a response when someone stops singing.</p>	<p>Eye pointing - looking at two real items to show preference.  Soundabout  Resonance board sessions.  Singing  Art with a range of materials - different texture, shiny paper.  Eye gaze.</p>

<p><b>Routes for Learning 14, 16, 19, 21, 24 and 27</b></p>	<p><b><u>Intentional behaviour (I can make something happen &amp; I know I can)</u></b></p> <p>Students start to understand that adults can get things they want/need. They may communicate intentionally to reject something, show they want more or to get attention. Students may also be commenting, answering or protesting . They may communicate using body movements</p>	<p>Music - independent exploration of instruments. e.g. touching handing bells.</p> <p>Anticipates when listening to a familiar song or rhyme.</p> <p>Joins in with familiar songs through body movement, vocalisation.</p> <p>Show that they want more of something e.g., by looking at the adult, vocalising.</p> <p>Art - making simple choices from different media.</p> <p>Independent exploration of art materials e.g. independently puts hands in paint.</p>	<p>Students reaching towards instruments, deliberately touching instruments that make a sound.</p> <p>To show a response/reaction when a song starts or stops.</p> <p>A student rocks back and forth when music starts</p> <p>A student looks towards an adult or makes a protesting vocalisation when a song is paused.</p> <p>Art - a student puts their hands in paint when the paint pot is left next to them.</p> <p>Starts to make choices between items offered by touching, eye pointing, moving towards the item.</p>	<p>Touch screen music.</p> <p>Interactive whiteboard</p> <p>Eye gaze music/paint</p> <p>Resonance board</p> <p>Soundabout</p>
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## Multi Me Tags

Below you will find the tags for every curriculum area and their associated strands. Teachers should use these when completing Multi Me assessments.

Language and Communication	
Strand	Tag
Language and Vocabulary Skills, Attention and Listening	<i>A&amp;L</i>
Language and Vocabulary Skills, Nouns	<i>Nouns</i>
Language and Vocabulary Skills, Verbs	<i>Verbs</i>
Language and Vocabulary Skills, Linguistic Concepts	<i>Linguistic</i>
Language and Vocabulary Skills. Prepositions	<i>Prepositions</i>
Language and Vocabulary Skills, Pronouns	<i>Pronouns</i>
Language and Vocabulary Skills, Personalised Reading	<i>Reading</i>
Language and Vocabulary Skills, Personalised Writing	<i>Writing</i>
Functional Communication, Greetings	<i>Greetings</i>
Functional Communication, Instructions	<i>Instructions</i>
Functional Communication, Narrative	<i>Narrative</i>
Functional Communication, Question words	<i>Questions</i>
Functional Communication, Requests for objects	<i>Object Requests</i>
Functional Communication, Requests for activities, assistance or information	<i>Other Requests</i>
Social Communication/Pragmatic Skills, Preferences and Opinions	<i>P&amp;O</i>
Social Communication/Pragmatic Skills Non-Verbal Communication,	<i>Non-verbal</i>
Social Communication/Pragmatic Skills, Taking Turns	<i>Taking Turns</i>
Social Communication/Pragmatic Skills, Play and Exploratory Learning	<i>Play</i>
Social Communication/Pragmatic Skills, Emotions and Feelings	<i>Emotions</i>
Social Communication/Pragmatic Skills, Conversation Skills	<i>Conversation</i>
Social Communication/Pragmatic Skills, Abstract Communication	<i>Abstract</i>

Maths	
Strand	Tag
Numbers and their Value	<i>Numbers</i>

Money	<i>Money</i>
Time	<i>Time</i>
Calculations	<i>Calculations</i>
Shape, Space and Measure	<i>SSM</i>

<b>PSHE</b>	
<b>Strand</b>	<b>Tag</b>
Life Skills, Independence	<i>Independence</i>
Life Skills, Employability Skills	<i>Employability</i>
Life Skills, Safety	<i>Safety</i>
Life Skills, Citizenship	<i>Citizenship</i>
Life Skills, Healthy Living	<i>Healthy Living</i>
Sex and Relationships, Relationships	<i>Relationships</i>
Sex and Relationships, Interpersonal Skills	<i>Interpersonal Skills</i>
Sex and Relationships, The Human Body and Sex	<i>Human Body and Sex</i>

<b>Fundamental Skills</b>	
<b>Strand</b>	<b>Tag</b>
Learning Responses	<i>Learning Responses</i>
Fine Motor Skills	<i>Fine Motor</i>
Short-term Memory	<i>Memory</i>
Cause and Effect	<i>Cause and Effect</i>
Visual Perception	<i>Visual</i>
Auditory Discrimination	<i>Auditory</i>
Categorising	<i>Categorising</i>
Temporal Sequencing	<i>Temporal Sequencing</i>

<b>Early Development</b>	
<b>Strand</b>	<b>Tag</b>
Communication	<i>ED Communication</i>
Early Stimulation	<i>ED Early Stim</i>
Physical Development	<i>ED Physical Development</i>

<b>Creative and Expressive (Art and Design, Music, Dance and Drama)</b>	
<b>Strand</b>	<b>Tag</b>
Art and Design, Pattern/Texture/Colour/Shape	<i>PTCS</i>
Art and Design, Media and Techniques	<i>Media</i>
Art and Design, Artists and Cultures	<i>Artists and Cultures</i>
Music, Listening	<i>Listening</i>
Music, Composing	<i>Composing</i>
Music, Performing	<i>Performing</i>
Dance	<i>Dance</i>
Drama, Workshop Drama, Games	<i>Drama Games</i>

Drama, Workshop Drama, Movement Skills and Spatial Awareness	<i>Drama Movement</i>
Drama, Workshop Drama, Auditory and Vocal Skills	<i>Drama A&amp;V</i>
Drama, Workshop Drama, Improvisation and Role Play	<i>Drama Improvisation</i>
Drama, Performance Drama	<i>Drama Performance</i>

<b>Technology</b>	
<b>Strand</b>	<b>Tag</b>
Design and Technology, Developing and Communicating Ideas	<i>Ideas</i>
Design and Technology, Working with Tools and Materials	<i>Tools</i>
Design and Technology, Evaluating Processes and Products	<i>Evaluating</i>
Design and Technology, Knowledge and Understanding of Materials and Components	<i>Materials</i>
ICT, Making Things Happen	<i>Making Things Happen</i>
ICT, Finding Things Out	<i>Finding Things Out</i>
ICT, Create, Review and Modify Work	<i>Review and Modify</i>

<b>Humanities (History, Geography, RE and MFL)</b>	
<b>Strand</b>	<b>Tag</b>
History, People and Events	<i>People and Events</i>
History, Themes	<i>History Themes</i>
History, Enquiry and Interpretation	<i>Enquiry and Interpretation</i>
Geography, People and Places	<i>People and Places</i>
Geography, Skills and Enquiry	<i>Skills and Enquiry</i>
Geography, Themes	<i>Geography Themes</i>
RE, Principles of Faith	<i>Principles of Faith</i>
RE, Knowledge of Religions	<i>Knowledge of Religions</i>
MFL	<i>MFL</i>

<b>Science</b>	
<b>Strand</b>	<b>Tag</b>
Scientific Enquiry	<i>Scientific Enquiry</i>
The Natural World	<i>Natural World</i>
The Human Body	<i>Human Body</i>
The Physical World	<i>Physical World</i>

<b>Physical Education</b>	
<b>Strand</b>	<b>Tag</b>
Games	<i>Games</i>
Gymnastics	<i>Gymnastics</i>

Athletics	<i>Athletics</i>
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<b>The Lodge</b>	
<b>Strand</b>	<b>Tag</b>
Citizenship	<i>Citizenship</i>
Pathways	<i>Pathways</i>
Enterprise	<i>Enterprise</i>
Creative	<i>Creative</i>
Technology	<i>Technology</i>
Health and Wellbeing	<i>Health and Wellbeing</i>
Sport	<i>Sport</i>
Masterclass	<i>Masterclass</i>
Leisure	<i>Leisure</i>
Services	<i>Services</i>
Events	<i>Events</i>
Domestic Skills	<i>Domestic Skills</i>
Flexible	<i>Flexible</i>
Individual Work	<i>Individual Work</i>
Experience in Work	<i>Experience in Work</i>

### **Individual Work**

Learning objectives completed during Individual Work sessions should all be recorded on Multi Me. Here, the objective should be uploaded to the relevant curriculum area with 'Individual Work' written in brackets. The rest of the record should be completed in line with Multi Me assessment guidance.

# Proforma



**Class Timetable**

**Term**

Day/ Time	9.00 - 9.30	9.30 - 10.30	10.30 - 11.00	11.00 - 11.55	11.55 - 1.05	1.05 - 2.45	2.45 - 3.15
<b>Monday</b>	<b>Registration</b>		<b>Break time</b>		<b>Lunch time</b>		<b>Choosing Time</b>
<b>Tuesday</b>							
<b>Wednesday</b>							
<b>Thursday</b>							
<b>Friday</b>							



## Daily Planning Sheet

Date					
	Name	Name	Name	Name	
9.00 - 9.30am Registration					
9.30 - 10.30 Lesson name					
10.30 - 11.00 Break					
11.00 - 11.55 Lesson name					
Lunch					
13.05 - 14.00 Lesson name					
14.00 - 14.45 Lesson name					
14.45 - 15.15 Choosing Time					
Home					
Resources:					

## Bardwell School Long Term Plan – EYFS

Subject	Autumn	Spring	Summer
Communication 1			
Communication 2			
Communication 3			
Communication 4			
PSHE 1			
PSHE 2			
Fundamental Skills 1			
Fundamental Skills 2			
Fundamental Skills 3/Maths			
Physical Development			
Maths 1			
Maths 2/Fundamental Skills			
<u>Understanding of the world</u>			
<ul style="list-style-type: none"> <li>• People &amp; communities</li> <li>• The World</li> <li>• Technology</li> </ul>			
<u>Expressive arts &amp; design</u>			
<ul style="list-style-type: none"> <li>• <i>Exploring &amp; using media and materials</i></li> <li>• <i>Being imaginative</i></li> </ul>			
Individual work			
Inclusion			
Swimming			

**Bardwell School Long Term Plan – Primary School**

Subject	Autumn	Spring	Summer
Communication 1			
Communication 2			
Communication 3			
Maths 1			
Maths 2			
PSHE 1			
PSHE 2			
Fundamental Skills 1			
Fundamental Skills 2			
Science (2 terms)			
Physical Development (2 terms)			
Dance (1 term)			
ICT (1 term)			
Creative and Expressive Art (1 term) Drama (1 term) Music (1 term)			
Humanities History (1 term) Geography (1 term) RE (1 term)			
Swimming			
Inclusion			
Individual Work			



### Bardwell School Long Term Plan – Secondary School

Subject	Autumn	Spring	Summer
Communication 1			
Communication 2			
Communication 3			
Maths 1			
Maths 2			
Maths 3 (1 term)			
PSHE 1			
PSHE 2			
PSHE 3 (2 terms)			
Science			
Physical Development (2 terms)			
Dance (1 term)			
ICT (1 term)			
MFL (1 term)			
Design and Technology (1 term)			
Creative and Expressive Art (1 term) Drama (1 term) Music (1 term)			
Humanities History (1 term) Geography (1 term) RE (1 term)			
Swimming			
Inclusion			
Individual Work			

<b>Class</b>	Class X
<b>Curriculum Reference</b>	CURRICULUM AREA, STRAND, SUB-STRAND
<b>Term</b>	X Term YEAR
<b>Lesson</b>	
<b>Session</b>	Day of Week - Session X (TIME-TIME)

Outcomes	
EHCP	SaLT
Physio	OT
VI	HI

Name	Learning objective	Success criteria	Progress towards learning objective						
			07/01/20	14/01/19	21/01/20	28/01/20	04/02/20	11/02/20	18/02/20
<b>Ricky</b> EHCP2 2019/20	<b>Ricky will identify long and short objects (and sign the correct MAKATON sign), from a CA2, using a range of different lengths and objects.</b>	To receive one VP of 'this is long/short' along with the matching sign before being asked the question = A. 4xA (Across term) = Objective Met.	07/01/20 VP and GP – told and pointed to the answer	14/01/19 VP and GP – told and pointed to the answer	21/01/20 VP and GP – but got a couple in line with SC	28/01/20 A	04/02/20 A	11/02/20 A	18/02/20 A
			25/02/20 No SC prompting given - Exceeded						
<b>Craig</b> EHCP4 2019/20 OT2 2019/20	<b>Craig will be able to use both hands in co-ordination to pull a zip up on his jumper/coat.</b>	To hold his coat steady (with PP on elbow) with one hand and pull zipper with other (VP to remind for a pincer grip) =A. 3xA (Across term) = Objective Met.							
<b>Laurie</b> EHCP7 2019/20	<b>Laurie will accurately measure an item using non-metric units (multi-link cubes) and state how long the given item is, e.g. (the item) is 3 cubes long.</b>	4/5 unaided and accurate measurements in a session = A. 5xA (Consecutive) = Objective Met.							
	No prompting to be worded into the objective.  Any prompting provided, which is not specified in the SC, should be recorded as VP, GP, PP etc. If the student achieves the objective solely with the prompting specified in the SC, then it should be recorded as A only.  All planning documents should be kept in a shared access file, accessible for absence cover, observations and learning walks.								

		Objective Exceeded	Objective Met	Objective Not Met							
		Objective Exceeded	Objective Met	Objective Not Met							
		Objective Exceeded	Objective Met	Objective Not Met							
		Objective Exceeded	Objective Met	Objective Not Met							
		Objective Exceeded	Objective Met	Objective Not Met							
		Objective Exceeded	Objective Met	Objective Not Met							

**Introduction** (Time: i.e. 5 minutes):

**Main Activity** (Time: i.e. 50 minutes):

**Plenary** (Time: i.e. 5 minutes):

**Introduction:**  
**Resources and key vocabulary:**

**Main Activity:**  
**Resources and key vocabulary:**

**Plenary:**  
**Resources and key vocabulary:**

Bardwell School Individual Work



<b>Name:</b>		<i>(Month + Year)</i>
<b>Objective:</b>		
<b>EHCP Ref:</b>		

Outcomes	
EHCP	SaLT
Physio	OT
VI	HI

	Date + assessment	Date + assessment	Date + assessment



## Bardwell School Fundamental Skills Assessments: Cause and Effect

Name:	Date:
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Recording Code:	Denotes:
✓	Achieved
-	Not achieved
X	Did not attempt

Example:			
To purposefully strike a surface to make a sound.	15.7 ✓	16.7 ✓	18.7 ✓

Cause and Effect			
To purposefully strike a surface to make a sound.			
To grasp an instrument and move it in order to make a sound.			
To press a switch set on or within a device in order to activate an output (auditory/visual/movement).			
To drop or roll a ball in order to knock over a skittle or similar object (i.e. to cause an indirect effect).			
To press a labelled switch separated from a device (i.e. connected via a lead or wireless connectivity) in order to activate an output (auditory/visual/movement).			
To locate and press one of two labelled switches separated from the devices in order to activate a desired output.			
To locate and press one of three labelled switches separated from the devices in order to activate a desired output.			
To locate and press one of four labelled switches separated from the devices in order to activate a desired output.			
To locate and press one of at least four labelled switches set within a panel which is separated from the devices it operates in order to activate a desired output.			