



# Castle School's Explore Curriculum



At Castle School students  
working at the earliest  
stages of development  
explore their senses  
through an individual  
programme and 1:1  
support

# They focus on 4 key areas:

Communication

Social and  
emotional  
development

Cognition

Physical  
development



Our multidisciplinary team help with their communication, physical development and fine and gross motor development. They may work individually with a therapist, or may have a programme for the class team to carry out.





Their curriculum is based around exploring their senses and their ability to interact with their environment:

Interaction

Vision

Touch

Hearing

Vestibular

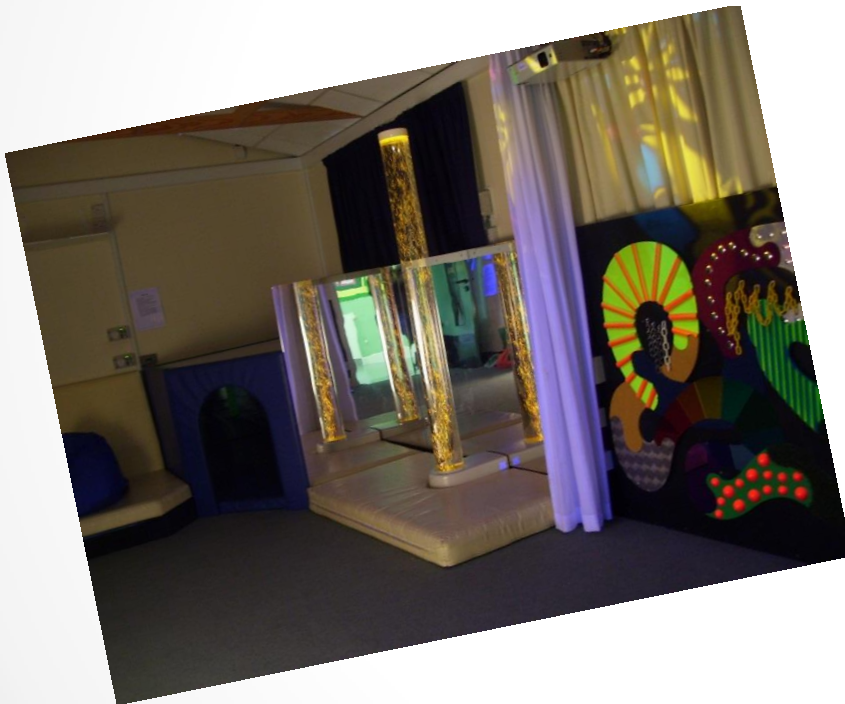
Awareness

Response

Proprioception



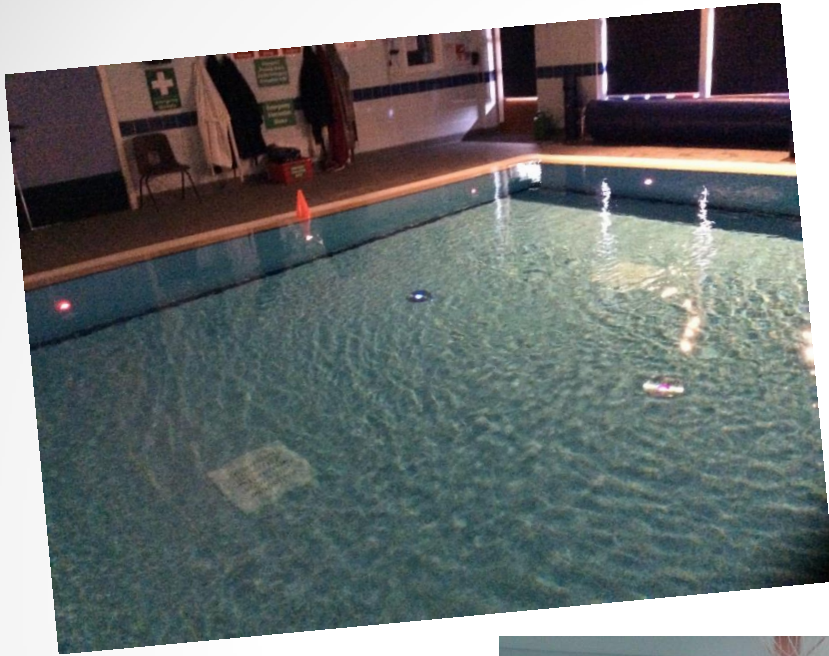
# They experience different areas, for example:



Light room



Explore room



Swimming  
pool



Outdoor  
area

Trampoline





# They explore different interventions:

Exploring,  
listening,  
talking  
hands

Resonance  
board

Intensive  
interaction

Sherborne  
movement

Rebound  
therapy

Tacpac

Clever  
fingers





Each of our 'Explore' classes are supported by trained interveners.

Each intervenor has completed a week of training with SENSE and is aware of the impact that sensory impairment may have on learning.

Interveners work with students using hand under hand support, they communicate with 'on body' signing and wear personal identifiers to aid recognition.

Class teams work closely together to ensure that the environment and the activity will allow development and learning.



# Morning routines

Each complex needs class uses a morning script to cue students into the day.



Each student has 'Core Targets'.

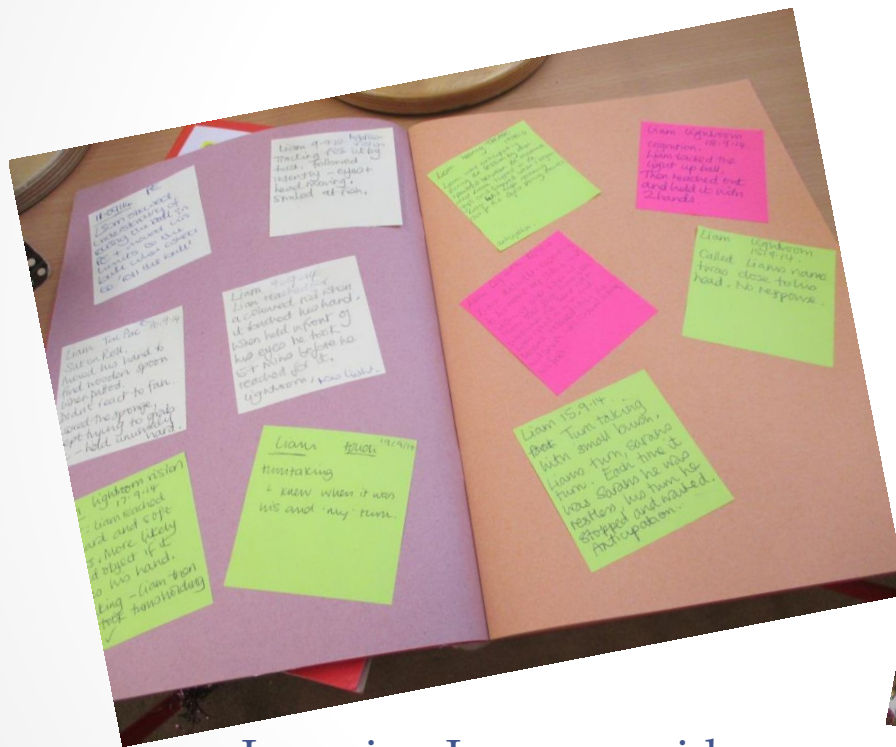
These are set from their 'Routes for Learning' progress and their Statement or Education, health and Care plan objectives. Progress is updated in November and March and reviewed at the end of each term and at the EHC review.



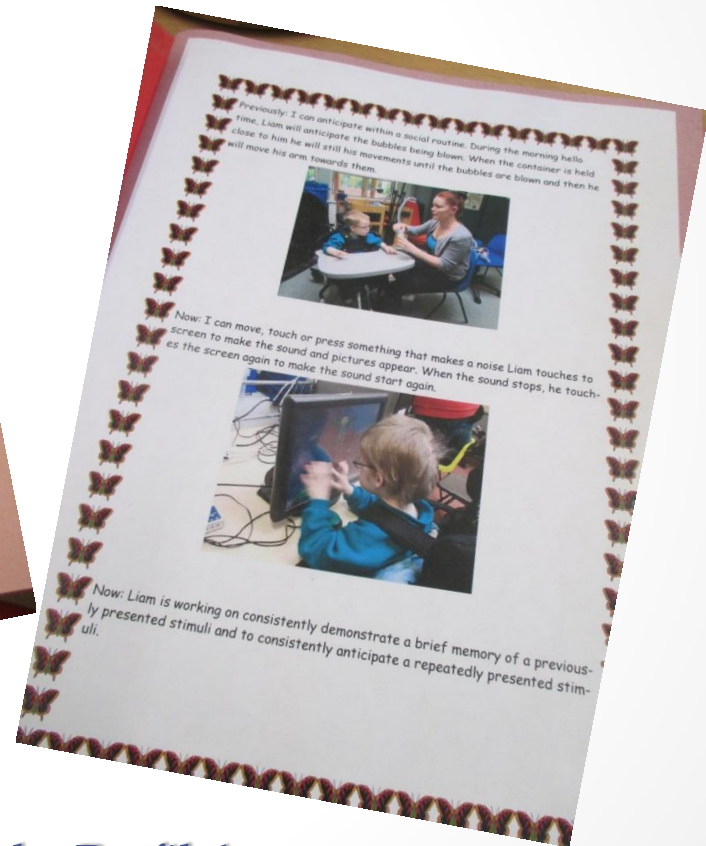
Moving On Curriculum 'photo stream' evidence for one of our students



Progress is evidenced through 'Learning Journeys' from reception to Key Stage 3, and through 'Moving On' photo stream and text evidence in Key Stage 4 and 6th Form.



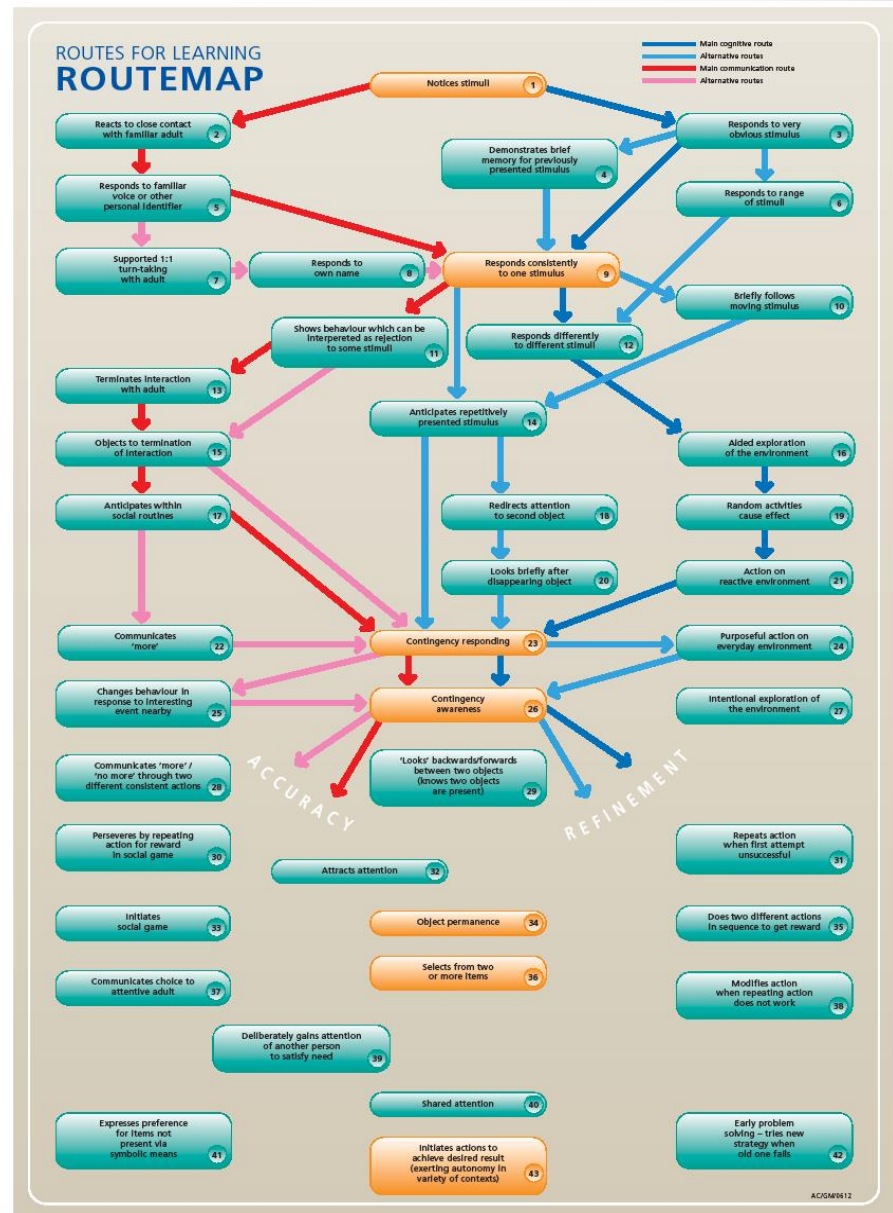
Learning Journey evidence



We are currently trialling '2 Build a Profile' evidence gathering software.

Assessment is on going  
and is tracked through a  
needs led pathway called  
'Routes for Learning'

'Routes for Learning' is cross  
referenced to Early Year  
Foundation Stage and to P  
levels 1—3ii for our end of year  
summative reporting.



Progress through time is demonstrated through our 'Routes for Learning graphs. Progress is tracked through 4 stages: responding occasionally, frequently, consistently; and generalised where response occurs in different places and with different people. Evidence of generalised responses are hyperlinked to our graph, to be viewed when using a computer.

viewed when using a computer.

Name

Statements

1 Notices stimuli

3 Responds to very obvious stimulus

6 Responds to range of stimuli

10 Briefly follows moving stimulus

12 Responds differently to different stimuli

[19 Random activities cause effect](#)

17 Anticipates within social routines

[7 Supported 1:1 turn-taking with adult](#)

[2 Reacts to close contact with familiar adult](#)

4 Demonstrates brief memory from previously presented stimulus

5 Responds to familiar voice or other personal identifier

[8 Responds to own name](#)

16 Aided exploration of the environment

[14 Anticipates repetitively presented stimulus](#)

9 Responds consistently to one stimulus

11 Shows behaviour which can be interpreted as rejection to some stimuli

Castle School

Routes for Learning Assessment

DOB:

1

Occasionally

2

Frequently

3

Consistently

4

Generalised

New

Sept  
2013

Dec  
2013

Mch  
2014

Nov  
2014

A Routes for Learning  
Hyperlinked evidence

A Routes for Learning graph.  
Hyperlinked evidence is in blue.



# Data

Our students make outstanding progress from their starting points.

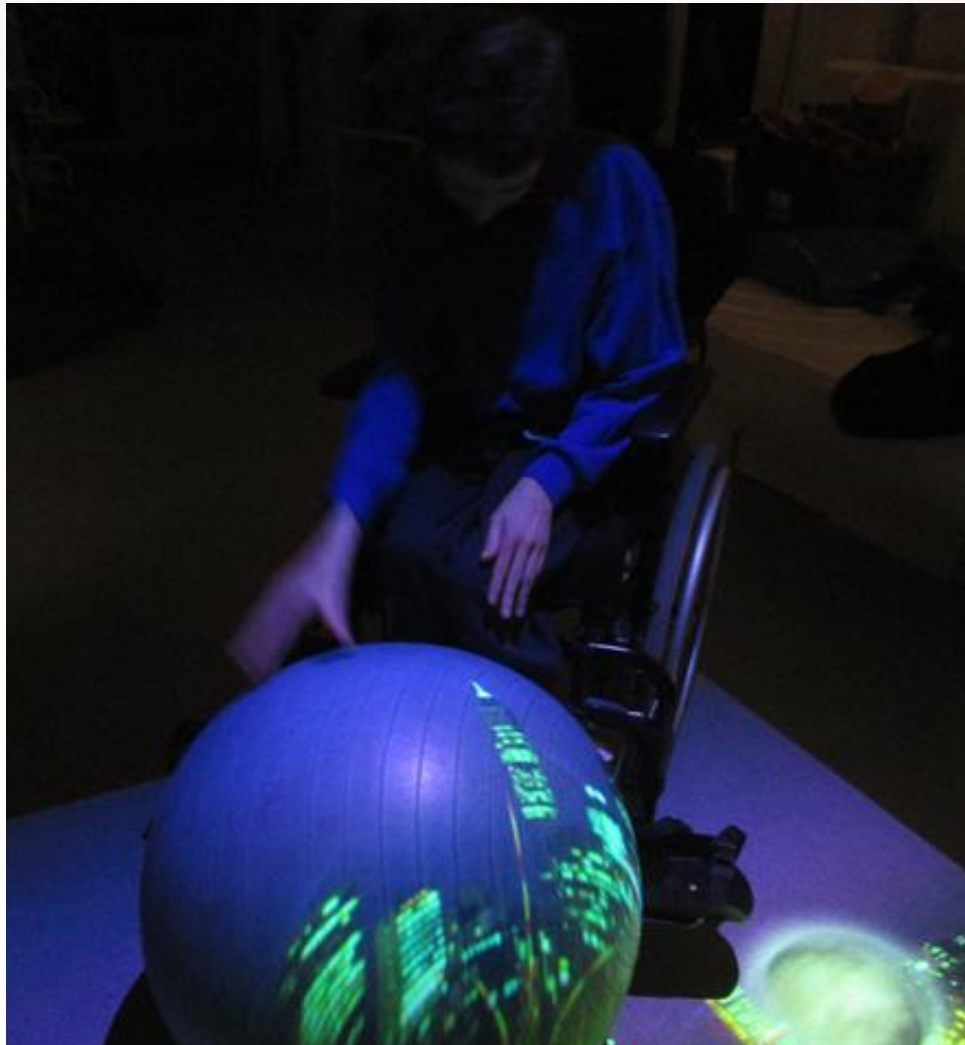
Student	Year group	Total targets	0 level progress	1 level progress	2 level progress	3 level progress	4 level progress
<b>Total levels</b>							
A	1	6	2	2		2	
Ar	1	8	1	3	3		1
Z	1	8		2		2	4
L	2	6	3	1		1	1
B	2	5		1	2	2	
Bu	2	5					5
J	2	5	4				1
<b>Total levels</b>							
K	6	6	1	2	3		
<b>Total levels</b>							
K53							
<b>Total levels</b>							
C	9	7		2	1		4
L	10	6		2	4		
<b>Total levels</b>							
G	12	4	1	3			
F	12	2				2	
F	12	3				1	2
J	13	3		2	1		
W	13	4					4
<b>Total levels</b>		<b>78</b>	<b>12</b>	<b>20</b>	<b>14</b>	<b>10</b>	<b>22</b>
<b>2015 Total</b>							

As our students learn more about who they are, where they are and what they can do, they may begin to work within:

Early learning goals in Reception and Key Stage 1

National Curriculum in Key Stage 2 and 3

Moving on in Key Stage 4 and 6<sup>th</sup> form



And then go on to Horizon, home support or Helping Hands