

Castle School



Explore Curriculum

Introduction

Which students need a sensory curriculum?

Students working at P1-3; students at P1-3 can be considered to be at developmental stages of 18 months and below. These students need a high degree of interactive experience, coupled with a shared exploration of materials around them. They need to utilise all of their senses in experiencing the different elements of the school curriculum.

Why these students need a sensory curriculum:

Rationale: The pathway for pupils with profound learning difficulties is driven by the identification of core targets, taken from a needs led pathway called 'Routes for Learning', and using advice from the in school multidisciplinary team. Elements of the national curriculum, the wider curriculum and relevant therapies and interventions also provide a rich context within which to develop fundamental functional skills and understanding.

How do we decide which students have a sensory curriculum:

Multidisciplinary team assessments:

Most pupils with profound learning difficulties also have other difficulties, for example medical, physical and sensory difficulties. It is not possible to meet the diverse needs of this group without the help and support of partner agencies such as therapy allied to health, nursing, art, play and music therapies, sensory support services and psychology. The mode of working adopted by the school is interdisciplinary, where all services involved with individual pupils meet to discuss how to meet pupils' needs. They may work alongside each other and they may work individually but they keep each other informed through agreed lines of communication.

Teacher assessments:

On entry to school pupils will also be identified through teacher assessments, with additional information from observation and video analysis of communicative behaviour. They will then be tracked through 'Routes for Learning' and 'Roadmap' (ICT access).

All the information that has been collected is then collated to formulate an individual learning plan for each student (core targets). This is then shared with parents at the initial review in the first half term after entry to school.

Core Targets:

Core targets focus on Communication, Cognition, Emotional/Social development and Physical development.

Students working within P1-3 are tracked through 'Routes for learning'; this encompasses early learning behaviours that follow communication and cognition pathways based on aptitude and need rather than linear progression.

Communication targets may also be agreed with the Speech and Language therapist and cross referenced to 'routes for learning'. The present level of communication and the next steps are determined by the in school Speech and Language Therapy team, who then observe in class and aid the class teams in ensuring that the correct resources are available and that the class have a programme to follow. The teacher responsible for overseeing the sensory curriculum and the SALT team will then work together to ensure that resources and programme scripts are placed into 'communication' bags so that the adults working with the students can work through their programmes throughout the school day.

Emotional and social development targets have been taken from the SEAL birth to three years document.

Physical/motor targets have been set using Physiotherapy or Occupational Therapy programmes, including riding and sensory circuits; or with advice from Physio or OT or from Annual Review objectives.

ICT core targets: students also have their progress mapped along a 'road map' detailing the level of ICT that they are currently engaged in, and determining the way forward. This road map is populated by our ICT teacher and communicated to the class teams.

Core targets and Individual Education Plans

Students working within P1-3 have core targets that form the basis of their Individual Education Plan. IEPs are assessed and rewritten in March and November with advice from the Learning Leader for complex needs.

Each student has an electronic copy of the route map, on which progress through 'routes for learning' is plotted. Progress to date and the current targets are also plotted on an excel spreadsheet. This, together with reviews from teachers at the end of term, help to determine the impact of a focused range of targets, and to plan for the next core targets.

The progress of each student is also considered at a multidisciplinary meeting prior to the Annual Review. These meetings may also decide that further observation or video analysis is needed to enable effective pupil engagement.

Core targets and Personal Learning Targets

Core targets also thread through Personal Learning Targets in each subject and intervention. Teachers with responsibility for delivering the curriculum will consider the core targets alongside the area of the curriculum that they are teaching. Personal learning targets will then be written that reflect the core targets, with particular relevance to the area of study.

At the end of term the core targets embedded in the PLTs will be reviewed as part of our ongoing curriculum review.

P1 - 3level descriptors:

- ❖ Level P1i students encounter activities and experiences. They may be passive or resistant in their responses. They may show simple reflex responses such as startling (jumping) at sudden noises or movements. At this stage any participation is fully prompted by an adult.
- ❖ Level P1ii students show emerging awareness of activities and experiences. They may briefly focus attention on people, events or objects. They may react to something briefly. At this stage students will use objects or pieces of objects (tactile cues) to 'cue' events. Feeling a piece of cloth before personal care for example.
- ❖ Level P2i students will begin to respond consistently to familiar people, events and objects. They may react to new activities and experiences by becoming excited or by withholding their attention. They accept and engage in cooperative exploration; allowing adults to aid them to feel materials, physically

prompt the pressing of a switch, assist them in using materials such as finger paints.

- ❖ Level P2ii students begin to become more proactive in their interactions. They use objects and physical responses to communicate consistent preferences; looking towards a preferred adult or object, reaching out to a preferred adult or object. They perform simple actions, pressing a switch, knocking a tower of bricks over. Students at this stage also begin to remember responses over a short length of time. Activities encountered one day will be anticipated in the same session the next day. Games played during an intensive interaction session may be instigated in the next session.
- ❖ Level P3i students begin to communicate intentionally. Students at this stage may seek attention through eye contact, gesture or action. They may request events or activities by eye pointing or physically pointing. They need less support to participate in shared activities and can concentrate for longer. Students at this stage also begin to anticipate the use of tactile cues and will reach out to feel them.
- ❖ Level P3ii students use emerging communication. Students at this stage will use switches, PECS, Makaton signing or speech to greet known people and will use their communication system to initiate interactions and activities. They may respond to options by nodding or using their communication system to answer. They will begin to anticipate known events such as repeating sentences or actions in a known story.

Facilitating engagement:

The aim is for each student working between P1 and P3 to be fully engaged with their learning.

The Learning Leader for complex needs facilitates the use of 'Observing Early Communication Skills', 'Object Related Scheme Assessment' and 'Intensive Interaction' video analysis to ensure that teams are aware of the most effective means of engaging each individual student.

Observing Early Communication Skills.

This is a practical tool that enables users to pinpoint what a person 'looks like' when they like something, or dislike, or reject it.

The Assessment provides information which can contribute to the development of both more successful social interactions and more successful interventions.

Object Related Scheme Assessment.

This tool helps us to focus on how the student relates to, or play with objects. We can then set appropriate targets to encourage the actions and thought process required for further development.

Intensive interaction video analysis.

Video analysis of short periods of intensive interaction is used to aid class teams to recognise the features of intensive interaction and be able to use a range of strategies to respond to an individual's communicative attempts and also to use video to monitor progress and identify increases in communicative involvement.

Intensive interaction is also recorded on 'engagement profile' sheets which help in analysing what has occurred and in determining the next steps.

Engagement in action:

Within any lesson a student can both experience the subject matter of the lesson while at the same time working towards one, or more, of their core targets. For example, any lesson can hold within it the opportunity to consolidate communication and physical skills as well as working towards the learning objective of the lesson.

Students may encounter parts of the curriculum as experiences rather than opportunities to gain in depth knowledge: for example, science can be a medium through which to increase tactile awareness, leading to an ability to distinguish between different textures.

The level of experience can also be differentiated; from being present for a learning opportunity without achieving an identified outcome, to tolerating a shared activity, to being aware of or focusing on an experience.

Active participation and meaningful involvement can be positively encouraged through styles of learning which involve exploration, student initiation and problem solving. Attentive though passive means such as listening, watching and experiencing may also be included. The sensory approach is widely used as a point of access to a wide range of subjects and experiences. Such sensory experiences need to have an intrinsic meaning of their own or be part of an experience which has meaning within itself in order to involve students in the learning process. Linking resources to the subject or topic, using themed sessions for the light room, soft play or resonance boards, and taking learning outside, are all approaches used to facilitate maximum engagement.

Recording engagement:

The Complex Learning Difficulties and Disabilities Research Project led by Professor Barry Carpenter 2011 (CLDD@ssatrust.org.uk) identified that engagement is the single best predictor of successful learning for children with learning disabilities. Without engagement, there is no deep learning, effective teaching, meaningful outcome, real attainment or quality progress. Engagement is multi-dimensional, and encompasses awareness, curiosity, investigation, anticipation, persistence and initiation.

Teams working with students working at P 1-3 use the engagement profile and scale. This resource allows teachers to have high, yet realistic, expectations of the young person as an engaged learner. It brings focus to how the young person *can* learn and achieve - their strengths, their interests, what they say or show about themselves as learners - and encourages educators to value and build on these features to re-engage the young person with learning.

Menu for each student:

Each student is observed; videoed, analysed and then discussed with the class teams, AHTs, Learning leader for complex needs and multidisciplinary team determine the resources, programmes and interventions needed to promote the highest level of engagement. The individual menu is then approved by the AHT and changes to the timetable made as needed.

The menu for the curriculum is taken from: Intensive Interaction. Sherbourne movement, sensory integration and sensory circuits, talking hands, sensory stories, sound beam, resonance board, light room, use of Alternative Augmented Communication (e.g. switch), massage and TACPAC (music and tactile integration programme).

Individual information:

Information concerning each student at Castle School can be found in the green 'Working with me' books in their tutor room, and can also be found on the shared drive:

- WWM books - how to work with the student throughout the day

- Pupil support and interventions - agencies, strategies and structures

- Programmes - SALT, physiotherapy, occupational therapy etc

- Multidisciplinary info - discussion and actions from pre Annual Review meeting

- Summary of the objectives from the statement

- Medical information

- Core target progress

Planning:

Teachers leading work on the sensory curriculum:

Rachel Smith- Foundation

Cara Stratford -KS1 and KS2

Janice Frankham - KS3 key skills

Emma Wakefield - 6th Form sensory

Those teachers working primarily with students using a sensory curriculum spend time together considering the impact of the core targets, deciding on the best ways to facilitate engagement, reviewing assessment procedures and deciding on the resources needed for the academic year to support the curriculum.

Curriculum delivery:

Successful, well focused learning opportunities are those which build upon the students' previous skills and experiences. The teacher of a P1-3 group is given specialist training and support, and has read the 'Working with me' books in order to become familiar with the students in the group. Likes, dislikes, learning styles and levels of communication all need to be taken into account. When planning for students working within P1-3 the adults involved should be aware that for this group the process involved is the main focus.

Different subject areas i.e. Science, Maths, Art, can be used to teach skills identified in a student's individual education plan, whether or not these are directly related to the subject. The student will not necessarily be learning about the subject but through the subject. An Art lesson, for example, will present the opportunity to practice and enhance fine motor skills and give opportunities for communication through choice making.

Lessons planned from the schemes of work will need to have discrete elements as any lesson would have; circle time, small group work, individual work and a plenary. However, these parts will each have a clearly defined beginning and end; using music, scent, tactile elements or a countdown to cue the students to the change of activity.

Students working at P 1 - 3 can have boxes of objects related to the lesson objectives to explore. Students working within these P levels have a high level of initial preparation in terms of objects and switch/computer set ups. However, this group of students benefit from a high level of repetition and consolidation, needing several weeks of taking part in exactly the same lesson and activities in order to become familiar enough with structure and content to allow for anticipation and response to

lead to more direct learning. Levels of engagement can be considered during the plenary session when we use the photo and sensory objects that we have used throughout the session. Looking at the 'documents' together and using them to re-enter the moment to elicit feelings about the experience; Describing moments - 'This is when we!' and 'You went!' to build a sense of narrative; while looking for responses that indicate 'I remember'.

Resources:

Resources and schemes of work in R to Key Stage 2 are determined and decided through consultation with the sensory curriculum teachers. Resources and schemes of work in Key Stage 3 are following a trial period of using a published sensory PMLD curriculum. Resources and schemes of work in Key Stage 4 and 6th form follow the 'Moving On' accredited pathway. Object Related Scheme Assessment and Early Communication Observations are also used to ensure that resources are motivating and engaging for this group of students.

Training:

Teacher and TA induction is arranged by the Deputy and Assistant Headteachers. A skill profile is used to determine the focus of the induction process to ensure that skill needs are met.

Training may include:

- Barry Carpenter CLDD engagement
- Talking hands
- Intervener course
- ELKAN Language builders for complex needs
- Visits to other special schools; Meadowgate etc
- Intensive interaction
- Sherbourne

This policy will be reviewed and updated by the co-ordinator every two years. It will be monitored by the Deputy Head teacher and approved by the Governing body in October 16.

The Next review is spring 18 for approval in Autumn 18.