

CURRICULUM INTENT	Curriculum Aims	Person-Centred and Therapeutic Approach	Conquering limits and barriers	Unique success	Inquisitive minds
	Preparation for Adulthood	Employment	Independent Living	Community Inclusion	Healthy Living
	Outcomes	Skills for Life		Knowledge and Understanding	
		Economic Well-Being	Positive Risk-Taking	Staying Safe	Emotional Well-Being

CURRICULUM IMPLEMENTATION	Champions <i>Learning to learn</i>				Explorers <i>Learning through sensory exploration</i>		
	<b>Primary</b> 3 Year Cycle  <b>Middle School</b> 3 Year Cycle	<b>Literacy Language and Communication</b> <ul style="list-style-type: none"> <li>✓ Listening and joint attention skills</li> <li>✓ Communicating verbally or with AAC</li> <li>✓ Responding to and sequencing stories</li> <li>✓ Mark making and writing</li> <li>✓ Fine and gross motor skills</li> <li>✓ Awareness and identification of letters and sounds</li> <li>✓ Emerging reading skills</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>✓ Sorting</li> <li>✓ Classification</li> <li>✓ Patterns and sequences</li> <li>✓ Sequencing familiar routines and daily activities</li> <li>✓ Time of year, week and day</li> <li>✓ Counting</li> <li>✓ Shape</li> <li>✓ Comparing size</li> </ul>	<b>Physical Development/ PE</b> <ul style="list-style-type: none"> <li>✓ Core strength</li> <li>✓ Gross-motor skills</li> <li>✓ Movement</li> <li>✓ Co-ordination</li> <li>✓ Sequence of movements</li> </ul> Motor competence Rules, strategies, and tactics Healthy participation	<b>Personal Social and Emotional Development</b> <ul style="list-style-type: none"> <li>✓ Expressing own feelings and recognising that others have feelings</li> <li>✓ Sharing space, activities and adults with peers</li> <li>✓ Turn taking</li> <li>✓ Self-help and care</li> <li>✓ Who am I?</li> <li>✓ Who is important to me?</li> </ul>	<b>Expressive Arts and Design</b> <ul style="list-style-type: none"> <li>✓ Cause and effect in own creations</li> <li>✓ Unintentional and intentional creation</li> <li>✓ Assembly of objects</li> <li>✓ Unintentional and intentional operation of materials, tools and mechanisms</li> <li>✓ Experimentation with sounds and instruments</li> </ul>	<b>Understanding the World</b> <ul style="list-style-type: none"> <li>✓ Cause and effect to manipulate ICT</li> <li>✓ Place and direction and exploration of their World</li> <li>✓ Old and new</li> <li>✓ Community access</li> <li>✓ Exploration and understanding of features of the living world and objects</li> </ul>
		<b>Upper School</b> 2 Year Cycle  <b>Post 16</b> 3 Year Cycle	<b>Literacy Language and Communication</b> <ul style="list-style-type: none"> <li>✓ Listening and joint attention skills</li> <li>✓ Communicating wants and needs verbally or with AAC</li> <li>✓ Transferring and using communication skills in the community</li> <li>✓ Fine and gross motor skills</li> <li>✓ Functional reading skills; recognition of signs and symbols in the community, key words</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>✓ Sorting for the purposes of everyday life e.g. cutlery, clothes</li> <li>✓ Classification of objects</li> <li>✓ Patterns and sequences</li> <li>✓ Sequencing familiar routines and daily activities</li> <li>✓ Time of year, week and day</li> <li>✓ Counting</li> <li>✓ Shape</li> <li>✓ Comparing size</li> <li>✓ Positional language</li> </ul>	<b>Physical Development</b> <ul style="list-style-type: none"> <li>✓ Core strength</li> <li>✓ Gross-motor skills</li> <li>✓ Movement</li> <li>✓ Co-ordination</li> <li>✓ Sequence of movements</li> <li>✓ Community access; gym, cycling, swimming etc.</li> </ul>	<b>Personal Social and Emotional Development</b> <ul style="list-style-type: none"> <li>✓ Self-confidence and self-regulation</li> <li>✓ Travel training</li> <li>✓ Safety in the community</li> <li>✓ Stranger danger</li> <li>✓ Sharing space, activities and accessing the community with peers</li> <li>✓ Making relationships outside of immediate family</li> <li>✓ Who am I?</li> <li>✓ Who is important to me?</li> <li>✓ Life and death</li> <li>✓ Illness and recovery</li> </ul>	<b>Expressive Arts and Design</b> <ul style="list-style-type: none"> <li>✓ Cause and effect in own creations</li> <li>✓ Unintentional and intentional creation</li> <li>✓ Assembly of objects</li> <li>✓ Unintentional and intentional operation of materials, tools and mechanisms</li> <li>✓ Experimentation with sounds and instruments</li> </ul>

<b>CURRICULUM IMPLEMENTATION</b>	<b>Adventurers</b> <i>Learning to be independent learners</i>					<b>Pioneers</b> <i>Independent learners</i>							
	<b>Primary</b> <i>3 Year Cycle</i> <i>Thematic Based Learning</i>		<b>Literacy Language and Communication</b> ✓ Listening and attention ✓ Communicating and speaking ✓ Phonics ✓ Reading ✓ Writing ✓ SPAG		<b>Mathematics</b> ✓ Number ✓ Measurement ✓ Geometry		<b>Physical Development</b> ✓ Physical Education ✓ Health and self-care		<b>Personal Social and Emotional Development</b> ✓ Self-confidence and self-awareness ✓ Managing feelings and behaviours ✓ Making relationships		<b>Expressive Arts and Design</b> ✓ Art ✓ Music ✓ Dance ✓ Drama		<b>Understanding the World</b> ✓ People and Communities ✓ The World ✓ Technology
	<b>Middle School</b> <i>3 Year Cycle</i> <i>Topic Based Learning</i>		English	Maths	Science	Computing	Humanities	Art	PSHE	Food technology	Health and Wellbeing	Carousel of Enrichment Activities	
	<b>Upper School</b> <i>2 Year Cycle</i> <i>Accredited Learning</i>		<b>English</b> ✓ Pre-Entry Level ✓ Entry Level ✓ Functional Skills ✓ GCSE	<b>Maths</b> ✓ Pre-Entry Level ✓ Entry Level ✓ Functional Skills ✓ GCSE	<b>Science</b> ✓ Pre-Entry Level ✓ Entry Level ✓ GCSE	<b>PSHE</b> ✓ Non-accredited ✓ Entry Level	<b>Outdoor Learning</b> ✓ Non-accredited ✓ Duke of Edinburgh	<b>Academic Accreditation</b> Art ✓ Arts Award ✓ GCSE Geography ✓ Entry Level ICT ✓ BTEC	<b>Vocational Accreditation</b> Food Tech ✓ Non-accredited ✓ BTEC Employability ✓ ASDAN	<b>Health and Wellbeing</b> ✓ Non-accredited			
	<b>Post 16</b> <i>3 Year Cycle</i> <i>Accredited Learning</i>		<b>English</b> ✓ Pre-Entry Level ✓ Entry Level ✓ Functional Skills ✓ GCSE ✓ A Level	<b>Maths</b> ✓ Pre-Entry Level ✓ Entry Level ✓ Functional Skills ✓ GCSE	<b>Independent Community Participation</b> ✓ Non-accredited ✓ Working towards AET and AFLS ✓ Enrichment activities	<b>PSHE</b> ✓ Non-accredited ✓ ASDAN Towards Independence ✓ ASDAN PSD Entry 1 - Level 2	<b>SRE</b> ✓ Non-accredited	<b>Academic Accreditation</b> Art ✓ Arts Award ✓ GCSE ICT ✓ Duke of York ✓ Cambridge Nationals EPQ	<b>Vocational Accreditation</b> Local College Courses ✓ Multi-trade ✓ Motor-vehicle ✓ Construction Employability and Enterprise ✓ ASDAN	<b>Health and Wellbeing</b> ✓ Non-accredited ✓ Entry Level PE			
	<b>Interventions</b> Animal Assisted Intervention (AAI) Climbing Play Therapy Counselling		At Inscape we support the mental health and wellbeing needs of our students in a variety of different ways. All our interventions are referral based, whilst there is an end point to each intervention there is always a dialogue between student, parent/carer, and practitioner on next steps.										

<b>MEASURING CURRICULUM IMPACT</b>	<b>Assessment</b>	<b>Assessing students' starting points</b>	<b>Daily measures</b>	<b>Termly measures</b>	<b>Yearly measures</b>
		<ul style="list-style-type: none"> <li>✓ AET baseline</li> <li>✓ Subject specific baseline tests</li> <li>✓ Initial placement review</li> <li>✓ Interim placement review</li> <li>✓ Information from EHCP and transitions</li> <li>✓ Provision map</li> <li>✓ OT assessments</li> <li>✓ SaLT assessments</li> <li>✓ Therapy Outcome Measures</li> </ul>	<ul style="list-style-type: none"> <li>✓ Check your progress</li> <li>✓ Self-assessment</li> <li>✓ Peer-assessment</li> <li>✓ Success criteria</li> <li>✓ Clear learning outcomes</li> <li>✓ Clear, sequential long, medium and short term plans</li> <li>✓ Clear feedback which identifies next steps</li> <li>✓ Purple pen work</li> <li>✓ Student-teacher dialogue</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pupil progress meetings</li> <li>✓ Update provision map</li> <li>✓ Data collection</li> <li>✓ Reporting to SLT and Governors</li> <li>✓ Lesson observations</li> <li>✓ Reviewing planning</li> <li>✓ Learning walks</li> <li>✓ Moderation of work</li> <li>✓ Book scrutiny</li> <li>✓ Tier 1 audit</li> <li>✓ Therapy Outcome Measures of learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Annual review to EHCP</li> <li>✓ Entry Level, Functional Skills, GCSE, Arts Award, AS Level and A Level results</li> <li>✓ OT reassessment and outcome measures</li> <li>✓ SaLT reassessment and outcome measures</li> </ul>
	<b>Accountability and Measure of Success</b>	Attendance and Engagement	Individualised Planning	Impact of Therapy or Individualised Programmes and Outcome Measures	Autism Education Trust Targets
		Behaviour	IEPs	Pupil Progress Data and Reports	Case Studies: A Day in the Life of... A school journey of...
<b>Education, Health and Care Plan Outcomes</b>					



# Inscape House School Curriculum Offer

*Conquering barriers, surpassing expectations*

**Pathways** - Students are baselined upon admission. The pathways provide structure for the delivery of the curriculum. The four pathways are fluid and students are able to move between them.



<b>Champions</b> <i>Learning to learn</i>	<b>Explorers</b> <i>Learning through sensory exploration</i>	<b>Adventurers</b> <i>Learning to be independent learners</i>	<b>Pioneers</b> <i>Independent learners</i>
<p>You might expect to see me...</p> <ul style="list-style-type: none"> <li>...learning to use a visual schedule</li> <li>...learning to use alternative means of communication</li> <li>...being supported to communicate my basic needs</li> <li>...being presented with limited choices</li> <li>...following simple routines</li> <li>...relating learning to tangible objects</li> <li>...partaking in learning activities which involve lots of sensory exploration</li> <li>...needing support to access group or 1:1 learning experiences</li> <li>...being supported with personal care</li> </ul>	<p>You might expect to see me...</p> <ul style="list-style-type: none"> <li>...using a visual or simple written schedule independently</li> <li>...using alternative means of communication</li> <li>...being supported to communicate my feelings</li> <li>...making simple choices</li> <li>...following daily routines</li> <li>...relating learning to tangible objects</li> <li>...partaking in learning activities which involve sensory exploration</li> <li>...accessing learning for 10 minutes at a time</li> <li>...being supported with some personal care</li> <li>...sharing space and resources with familiar peers and possibly initiating interaction with others</li> </ul>	<p>You might expect to see me...</p> <ul style="list-style-type: none"> <li>...using a written schedule or task list</li> <li>...relating learning to real-life concepts</li> <li>...communicating effectively with familiar adults and peers</li> <li>...accessing my lessons with increasing independence and working towards accreditation</li> <li>...taking a sensory break as part of my daily routine</li> <li>...needing time to process information</li> <li>...being supported to make positive friendships and relationships</li> <li>...making choices independently and beginning to reflect upon my behaviour</li> <li>...transitioning successfully around school and in the community</li> </ul>	<p>You might expect to see me...</p> <ul style="list-style-type: none"> <li>...using a to do list or written prompt list</li> <li>...communicating effectively with adults and peers most of the time</li> <li>...accessing my lessons and work independently and working towards recognised accreditation</li> <li>...taking a break to self-regulate</li> <li>...needing time to process new or more complex information</li> <li>...needing support to maintain positive friendships and relationships</li> <li>...making choices independently and understanding the implications of my actions on others</li> <li>...transferring and generalising academic skills to new learning and everyday life</li> <li>...accessing the community independently</li> </ul>

# Inscape House School Curriculum Offer

*Conquering barriers, surpassing expectations*

**Pathways** - Students are baselined upon admission. The pathways provide structure for the delivery of the curriculum. The four pathways are fluid and students are able to move between them.

	<b>Champions</b> <i>Learning to learn</i>	<b>Explorers</b> <i>Learning through sensory exploration</i>	<b>Adventurers</b> <i>Learning to be independent learners</i>	<b>Pioneers</b> <i>Independent learners</i>
<b>Education and Learning Needs</b>	Working significantly below age-expected stage. Little or no attention to learning when the agenda is not their own. Need to learn anticipation. Modelling. Need repetition. Relate learning to tangible concepts. Predictability and routine. Pictorial schedule; first and then. Materials should define learning task. Zoned room. Choice of 2.	Working below age-expected stage. 5-10 minute attention on teacher's agenda. Practical, "hands-on" doing. Teaching self-regulation skills. Modelling. Need repetition. Relate learning to tangible concepts. Predictability and routine. Pictorial schedule. Materials should define learning task. Zoned room. Choice of 2-3.	Working within the National Curriculum but may be below age-expected stage. 15+ minutes attention on teacher's agenda. Can complete work with some independence. Usually able to transition to specialist rooms. Able to generalise some skills. Written schedule. Predictability and routine. Relate learning to real-life concepts. Choice of more than 3.	Working within the National Curriculum at age-expected stage. Access work independently. Predictability and routine. Usually able to transfer academic skills and generalise academic skills. Written schedule or task list.
<b>Language and Communication Needs</b>	Limited intentional communication. Limited understanding of spoken language without a visual support; 1 key word understanding, may use single spoken word. Need AAC to achieve effective communication.	May be non-verbal but have learnt how to use AAC effectively. May use sentences with AAC. Understand 1-2 key words/pictures. Can initiate interaction with others to ensure most wants and needs met. May initiate interaction for social ends.	Can express wants and needs effectively and consistently. Understand 3 key word level (may appear to understand more). Need written support to assist understanding. Time to process verbal requests.	Can express wants and needs effectively and consistently. Understand 4+ key words and may have typically developed language. Difficulties with abstract language and inferencing high level language.
<b>Sensory Needs</b>	Toileting and personal care support. Full body sensory exploration of objects and experiences. Learning activities need to meet sensory diet. Heavily supported to complete activities to self-regulate.	May need toileting and personal care support. Sensory exploration of objects and experiences. Prompting and some support to complete activities to self-regulate.	May need prompts with some self-care. Recognise need to self-regulate but need support. Sensory diet incorporated into day-to-day activities.	May mask sensory needs well and may appear neuro-typical. Will have a set of strategies, which support sensory difficulties.
<b>Social and Emotional Needs</b>	Limited social motivation. Struggle to communicate basic needs. Limited or no joint attention. Mental health provision which meets developmental age; play based. High levels of anxiety around transitioning to new environment.	May have some social motivation; but need support to engage with peers. Will share space with familiar peers and adults. Will recognise simple emotions in self. Some joint attention for motivating tasks. Mental health provision which meets developmental age; play based. High levels of anxiety around transitioning to new environment.	Need social commentary to support understanding. Support with friendship skills. May be socially interested or motivated to some extent. Difficulty resolving conflict. May struggle to transition. Able to understand some complex emotions and internal feelings. Mental health provision which meets developmental age; talking therapy.	Difficulty making and maintaining sustainable, long-term friendships. Vulnerable to grooming. Difficulty understanding novel social situations and relationships. May have poor emotional resilience, low self-esteem and suffer with anxiety and depression. May mask social difficulties. Mental health provision which meets developmental age; talking therapy.
<b>What does good progress look like?</b>	Very small increments of increased attention to activities. Increased functional communication. Elements of choice and responsibility leading to a fulfilling life. Interaction within the community. Check schedule independently.	Increased effective communication of wants and needs. Communication for reasons other than a request. Increased interest in and attention to others. Toleration of new peers and adults. Follow schedule independently. Generalisation of familiar skills. Increased confidence in the community. Valued members of the community. Volunteering within the community.	Being more independent for 5-10 minutes. Self-regulate with increasing independence. Begin to reflect upon own behaviour. Start to take some positive risks. Paid employment. Independent or supported living.	Being able to better cope with novel situations. Acknowledging their progress and their mistakes. Eagerness to learn and engage. Making positive life choices and taking positive risks. Independence in the community. Independent living. Safe and meaningful relationships. Move onto further/higher education or paid employment.