

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.*

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

Inscape House School Curriculum Offer

Conquering barriers, surpassing expectations

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

CURRICULUM IMPLEMENTATION	Adventurers <i>Learning to be independent learners</i>					Pioneers <i>Independent learners</i>						
	Primary <i>3 Year Cycle</i> <i>Thematic Based Learning</i>		Literacy Language and Communication <ul style="list-style-type: none"> ✓ Listening and attention ✓ Communicating and speaking ✓ Phonics ✓ Reading ✓ Writing ✓ SPAG 		Mathematics <ul style="list-style-type: none"> ✓ Number ✓ Measurement ✓ Geometry 	Physical Development <ul style="list-style-type: none"> ✓ Physical Education ✓ Health and self-care 		Personal Social and Emotional Development <ul style="list-style-type: none"> ✓ Self-confidence and self-awareness ✓ Managing feelings and behaviours ✓ Making relationships 		Expressive Arts and Design <ul style="list-style-type: none"> ✓ Art ✓ Music ✓ Dance ✓ Drama 		Understanding the World <ul style="list-style-type: none"> ✓ People and Communities ✓ The World ✓ Technology
	Middle School <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
	Upper School <i>2 Year Cycle</i> <i>Accredited Learning</i>		English <ul style="list-style-type: none"> ✓ Pre-Entry Level ✓ Entry Level ✓ Functional Skills ✓ GCSE 	Maths <ul style="list-style-type: none"> ✓ Pre-Entry Level ✓ Entry Level ✓ Functional Skills ✓ GCSE 	Science <ul style="list-style-type: none"> ✓ Pre-Entry Level ✓ Entry Level ✓ GCSE 	PSHE <ul style="list-style-type: none"> ✓ Non-accredited ✓ Entry Level 		Outdoor Learning <ul style="list-style-type: none"> ✓ Non-accredited ✓ Duke of Edinburgh 	Academic Accreditation <ul style="list-style-type: none"> ✓ Arts Award ✓ GCSE ✓ Geography ✓ Entry Level ✓ ICT ✓ Duke of York ✓ Cambridge Nationals ✓ EPQ 	Vocational Accreditation <ul style="list-style-type: none"> ✓ Food Tech ✓ Non-accredited ✓ BTEC ✓ Employability ✓ ASDAN 	Health and Wellbeing <ul style="list-style-type: none"> ✓ Non-accredited 	
	Post 16 <i>3 Year Cycle</i> <i>Accredited Learning</i>		English <ul style="list-style-type: none"> ✓ Pre-Entry Level ✓ Entry Level ✓ Functional Skills ✓ GCSE ✓ A Level 	Maths <ul style="list-style-type: none"> ✓ Pre-Entry Level ✓ Entry Level ✓ Functional Skills ✓ GCSE 	Independent Community Participation <ul style="list-style-type: none"> ✓ Non-accredited ✓ Working towards AET and AFLS ✓ Enrichment activities 	PSHE <ul style="list-style-type: none"> ✓ Non-accredited ✓ ASDAN ✓ Towards Independence ✓ ASDAN PSD Entry 1 – Level 2 		SRE <ul style="list-style-type: none"> ✓ Non-accredited 	Academic Accreditation <ul style="list-style-type: none"> ✓ Art ✓ Arts Award ✓ GCSE ✓ ICT ✓ Duke of York ✓ Cambridge Nationals ✓ EPQ 	Vocational Accreditation <ul style="list-style-type: none"> ✓ Local College Courses ✓ Multi-trade ✓ Motor-vehicle ✓ Construction ✓ Employability and Enterprise ✓ ASDAN 	Health and Wellbeing <ul style="list-style-type: none"> ✓ Non-accredited ✓ Entry Level PE 	

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

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