

# Icknield School “your journey matters”

## Whole School Curriculum: Policy and Practice

**Article 13: I have the right to find out and share information**

**Article 29: I have the right to an education which develops my personality, respect for others’ rights and the environment**

### **ICKNIELD SCHOOL VALUES & VISION (PPICC)**

At Icknield School we value everyone for who they are and strive for all our students to meet their full potential in each of our five key learning aims. All that we do at Icknield centres around the development of these five aims. Our curriculum provides students with inspirational learning opportunities to develop the knowledge, skills and attitudes required to maximise their ability to have a positive influence and control over their futures and everyday lives.

Our ambition to achieve these five key aims will be supported by working in collaboration with parents, professionals and external agencies; making sure the academic, social, emotional, physical, medical and care needs of every student are met. In doing so we also aim to provide a learning environment that is inclusive, where students feel happy, valued, respected and safe.

**Develop Personally** – Students will develop their:

Social skills, manners, ability to build and maintain relationships, self-confidence and a ‘can do’ attitude; resilience, emotional intelligence, ability to keep themselves safe, conflict resolution skills, understanding of what makes them happy and a greater understanding of themselves and their abilities.

**Develop Physically** – Students will develop their:

Physical capacity, gross and fine motor skills, knowledge, understanding and ability to lead an active healthy lifestyle. Given a breadth of experience to find activities, they enjoy and may continue in later life.

**Develop Independence** – Students will develop the ability to:

Meet their own care needs (co-actively or independently), complete housekeeping tasks, produce their own drinks, snacks and meals, maintain their own safety, access the local community, perform functional literacy, numeracy and ICT tasks to support themselves and ultimately decrease reliance on others.

**Develop Cognitively** – Students will develop their ability:

Problem solve; Utilise functional literacy and numeracy skills.

**Develop Communication Skills** – Students will develop the ability to:

Use a range of communication strategies to communicate wants, needs, feelings, choices, request support. Develop listening skills and comprehension skills to follow instructions.

## **Curriculum Design, Areas & Allocation**

The breadth of ability in our pupils is vast and the needs of our pupils are incredibly varied. With this in mind, each teacher creates a bespoke curriculum for the individual pupils in their class. As a guide for this process, teachers utilise elements of the research-based Equals Curriculum and National Curriculum areas of study. The Assistant Head Teacher responsible for each area of the school (Lower School, Upper School and FE) leads half-termly planning meetings where this process of bespoke curriculum planning is undertaken, ensuring that what is planned allows the enhancement of PPICC to be achieved and that it is individualised to needs of each pupil.

### **Meeting Core Needs First**

Before pupils can access their bespoke curricula we ensure that the physical, medical and specific needs of each pupil are met. These core needs must be met in order for any learning to take place. Examples of this includes:

- Giving time for physiotherapy, hydrotherapy or the administration of medication to manage physical pain.
- Meeting personal care needs such as changing incontinence pads.
- Undertaking sensory processing programmes to facilitate sensory regulation.
- Participating in Attention Autism to develop concentration skills.
- Participating in focused massage.

All of which ensures pupils are ready and able to learn.

### **Pathways – Our 3 learning pathways**

In the main school, our classes are split into three pathways: informal, semi-formal and formal. The designated pathway of a class determines how much of each curriculum area they are allocated. There may be occasions pupils are placed into a class where they do not 'fit' the pathway, on these occasions the pupil will access an individualised timetable which meets their learning needs, whilst working alongside their class where appropriate.

### **Curriculum Areas**

Our curriculum is used as a vehicle to make progress within P.P.I.C.C, taught through curriculum areas which offer a broad and balanced variety of sessions to support all learners.

The below indicates the curriculum area titles, content and suggested curriculum allocation for each pathway within each of these. Annual curriculum content coverage documentation is provided to ensure continuity and progression of learning.

Pupils working at IL5 and below learn through a multi-sensory curriculum that is tailored to their individual needs. All the curriculum areas below are covered through this individualised curriculum.

#### **1. Literacy (Reading, Writing, Speaking & Listening).**

Curriculum allocation:

Informal: 3 sessions per week in the morning

Semi-formal: 4 sessions per week in the morning

Formal: 4 sessions per week in the morning

#### **2. Phonics**

Curriculum allocation:

All pathways: 1 session every day

3. Numeracy  
Curriculum allocation:  
Informal: 3 sessions per week in the morning  
Semi-formal: 4 sessions per week in the morning  
Formal: 4 sessions per week in the morning
4. Independent Living Skills  
Cooking, Housekeeping skills, Travel Training, Road safety, Community skills.  
Curriculum allocation:  
All pathways: 1 cooking session plus incorporated across the curriculum varying to the needs of the group.
5. ICT  
Curriculum allocation:  
Informal: Taught through other curriculum areas as appropriate for pupils needs.  
Semi-formal: 1 session per week  
Formal: 1 session per week
6. Relationship, Sex and Health Education (RSHE)  
Curriculum allocation:  
Informal: Taught through other curriculum areas as appropriate for pupil needs.  
Semi-formal: 1 session per week  
Formal: 1 session per week
7. Art  
Curriculum allocation:  
Informal: 1 session per week  
Semi-formal: 1 session per week  
Formal: 1 session per week, 3 half terms a year.
8. Music  
Curriculum allocation:  
Informal: 1 session per week  
Semi-formal: 1 session per week  
Formal: 1 session per week, 3 half terms a year.
9. The World  
Science, History, Geography, Religious Education.  
Curriculum allocation:  
All pathways: 1 session per week but covered in greater depth during topic days.
10. Physical Education  
Curriculum allocation:  
All pathways: Minimum of 1 PE lesson per week. 1 additional movement session per day.

#### Personal Learning Goals (PLGs) & Curriculum Design

Every pupil at Icknield has a PLG in each of our key learning areas, Personal attributes, Physical attributes, Independence, Cognitive ability, Communication skills (PPICC). These PLGs are set annually by the class teacher and are checked and approved by SLT. They are reviewed and reported upon termly. These targets are individualised to each pupil and are carefully considered in the curriculum design for each class. See Assessment policy for Reporting Planning, Assessment and Recording for full details of PLGs.

### Curriculum Breadth & Topics

In KS1-4 we have topic plans to ensure pupils have access to enriching, stimulating learning experiences. It is important to note that due to the learning needs of our pupils repetition of learning is a key strategy to ensure pupils know more and remember more. The topic plan is an important tool in supporting in this process, allowing repetition to develop knowledge, skills and understanding with a range of motivating topics.

### Topic Days

Once a term we plan whole school 'Topic Days'. These operate and are organised in various formats, such as learning in house teams instead of classes. These topic days allow for more unique ways of developing PPICC, as well as covering curriculum areas in adventurous and exciting ways.

### Wider-Learning Learning Opportunities

We have an extensive wider curriculum, where we are able to offer a range of enrichment activities. We participate in a variety of multi-school events including sporting events and music festivals. We operate a school council. In addition, we have visiting educational programmes such as Zoolab and an annual pantomime company. We participate in local community events such the Andover Carnival and the National Shakespeare Festival. We have a carefully planned programme of residential trips, which enable our students to experience a wide range of experiences throughout their time at Icknield.

### Assessment Frameworks – Supporting Curriculum Planning

Below outlines the assessment frameworks which are used to assess communication, cognition and independence at all levels present in our school. They are listed in order of complexity. These also provide another information stream from which teachers can identify PLGs and consider during their curriculum design.

- a. Routes for learning
- b. Routes to reading
- c. Routes to writing
- d. Routes to speaking and listening
- e. Pre-key stage standard English reading
- f. Pre-key stage standard English writing
- g. Icknield Numeracy Framework
- h. National curriculum in England English
- i. Icknield Independence Framework which includes: Cooking, Shopping, Self-Care & Travel.
- j. For those pupils following the Early Years Foundation Stage Curriculum, assessment will be recorded against the EYFS framework.

## Icknield Curriculum Pathways & Assessment Frameworks / Accreditation

Curriculum Pathways	EYFS Curriculum	Informal Curriculum	Semi-Formal Curriculum	Formal Curriculum
Who?	Birth to 5	PMLD/SLD	SLD	SLD/MLD
P Level Equivalent	n/a	Working consistently and over time P1-3 & P4-5	Working consistently and over time P4 to early NC	Working consistently and over time NC but not at age related level
EFL Assessment Frameworks	EYFS Assessment Framework	Routes for learning Icknield Numeracy Framework Routes to Reading Routes to writing Routes to S&L	Icknield Numeracy Framework Pre-KS Reading Pre-KS Writing	Icknield Numeracy Framework NC English
		Icknield Independence Framework – All pupils		
		Engagement model - For any child who may make lateral progress, or progress that is only measurable over much longer periods of time		
KS4 Accreditation		ASDAN Transition Challenge (Intro)	ASDAN Transition Challenge (Progression)	
FE Accreditation		ASDAN Personal Progress (EL1) Award (8 credits) Certificate (14 credits)	ASDAN Personal Progress (EL1) Certificate (14 credits) or Extended Cert (25 credits)	ASDAN Personal Progress (EL1) Extended Cert (25 credits) And bespoke accreditation for future if required.

## **Early Years – The Foundation Stage curriculum**

The philosophy underpinning the Foundation Stage curriculum is that learning should be carefully planned and structured, with an emphasis on activities that are fun, relevant and motivating for each child. Teachers delivering the EYFS curriculum therefore support children's learning through planned play and extending and developing children's spontaneous play.

### **OUR 5 STUDENT DEVELOPMENT AIMS**

1. Develop Personally.
2. Develop Physically.
3. Develop Independence.
4. Develop Cognitively.
5. Develop Communication skills.

### **THE 7 CURRICULUM LEARNING AREAS**

The EYFS Curriculum is organised into the following seven areas of development. We utilise the DFE's "Development Matters" document to support with the identification of key learning aims and to guide planning in these areas.

Our EYFS pupils follow the same curriculum offer as the rest of the school and as such, EYFS pupils in the three learning pathways, will follow the curriculum allocation of area of the 10 areas of the curriculum outlined earlier in this document (pages 2-3).

#### **1. Personal, social and emotional development.**

This area highlights the need to provide opportunities for pupils to:

- Understand their own feelings & Manage their emotions;
- Develop a positive sense of self;
- Develop resilience & confidence;
- Look after their own bodies;
- Develop their ability to make and maintain friendships.

#### **2. Communication and language.**

This area highlights the need for pupils to have access to extensive opportunities to build children's language and embed the ability to communicate in a range of contexts, for a range of reasons, using communication approaches appropriate to them.

#### **3. Literacy.**

This area highlights how crucial it is for pupils to develop a life-long love of reading, covering both dimensions of: Language comprehension and Word reading. Pupils receive phonics lessons at a level appropriate to them. They also have opportunities to develop writing skills such as sensory writing and mark marking to develop early handwriting skills. Pupils are exposed to a breadth of reading experiences, including the reading of symbols.

#### **4. Mathematics**

This area highlights the importance of developing a strong grounding in number and develop a deep understanding of the numbers to 10. Pupils should receive rich opportunities to develop their spatial reasoning skills across all areas outlined in the Icknield Numeracy Framework, including Shape, Space, Position and Direction.

**5. Understanding the world**

This area involves guiding children to make sense of their physical world and their community. This could involve accessing the local community such as visiting parks and shops and meeting important members of society.

**6. Physical development.**

This area provides opportunities to develop physically, enabling pupils to pursue happy, healthy and active lives. Gross and fine motor development as well as the development of strength, co-ordination, stability, balance, spatial awareness and agility are all targeted through the provision of sensory explorations and indoor and outdoor play.

**7. Expressive Arts and Design.**

This area provides opportunities to develop imagination and creativity. Pupils have opportunities to engage with the arts, exploring and playing with a wide range of media and materials. Pupils are provided with opportunities to hear, respond to and observe these different media and develop their self-expression, vocabulary and ability to communicate through the arts.

# **Post 16 curriculum**

## **Maximising student potential to support independence and total communication**

The below 5 aims will be achieved by the delivery of a carefully constructed and differentiated 3 year curriculum plan. The curriculum model will build on prior learning and develop new skills in order to achieve our aims. It will provide numerous opportunities to use and develop these skills in a range of contexts, both on-site and as much as is practically possible, out in the community.

### **OUR 5 STUDENT DEVELOPMENT AIMS**

1. Develop Personally.
2. Develop Physically.
3. Develop Independence.
4. Develop Cognitively.
5. Develop Communication skills.

### **THE 5 FE CURRICULUM LEARNING AREAS**

In order to achieve these aims our curriculum model will have the below 5 focus areas. The 10 areas of the main school curriculum continue to be taught within these 5 focus areas. This is outlined below.

1. Skills for Life and Learning (SLL)  
Main School Areas: Literacy (Reading, Writing, Speaking & Listening).  
Phonics  
Numeracy  
Independent Living Skills  
ICT
2. Personal and Social Development (PSD)  
Main School Areas: Relationship, Sex and Health Education (RSHE)
3. Vocational Studies (VS)  
Main School Areas: Relationship, Sex and Health Education (RSHE)
4. Sport, Physical Activity and Leisure (SPAL)  
Main School Areas: Physical Education
5. Developing Creativity and Expression (DCE)  
Main School Areas: Art  
Music

The focus of our curriculum model is on the development of the 'whole' student and to prepare them for life beyond Icknield. During a student's three years in FE their areas of study will fall into the following 5 focus areas: Skills for life and learning; Personal & social development; Vocational studies; Sport, physical activity & leisure; and Developing creativity & expression. Learning will be tailored to the needs of each individual student and although students of varying abilities may be undertaking similar activities, the intended learning outcomes will be differentiated and specific to each student's needs. ASDAN accredited courses will be used at 3 different levels in order to recognise and celebrate the achievements of our students. If required for next steps, students may also access bespoke accreditation packages in order to ensure future progression pathways remain open.



## **HOW WE WILL GROUP STUDENTS FOR LESSONS?**

Students will be grouped in different ways throughout the week and these are outlined below. The reason for grouping differently for different learning activities is to ensure we provide the best outcomes for students, as well as maximising the effective use of learning time. Careful consideration will be given to the social development needs of students when selecting from the below grouping methods.

### **Grouping 1: Tutor Groups (Glasto & Victorious)**

This will be used where there is a benefit to having a mixed ability group or in activities which are relevant to all students irrespective of need or ability. Students will register in the morning and afternoon as tutor groups and spend at least half of each day learning in tutor groups.

### **Grouping 2: Pathway Groups (Ability/Need)**

This will be used where there are learning areas that are relevant to one need group and not others, e.g. Sensory activities for students with sensory needs and not for those without sensory needs.

### **Grouping 3: Interest Groups**

This will be used in order to allow students to make choices from a selection and then learn and participate in activities that interest them. This will provide different groupings, new social opportunities and enhance engagement as students will have chosen their preferences, e.g. Choosing from different leisure/sport options.

### **Grouping 4: Bespoke Groups**

Some students will have very specific learning needs that do not correlate with a particular learning group. In this instance the timetable will be designed in order to provide a session where students are having their bespoke needs met.

## **THE 3 YEAR LEARNING PROGRAMME - FE**

The core needs of every child are at the forefront of our minds when timetabling and creating learning programmes for students. If students require personal care, speech and language therapy, physiotherapy, hydrotherapy, sensory integration programmes or any specific work identified by an OT or other professionals, these things are prioritised and the rest of their programme is built around this.

Once core needs are written into timetables, below outlines the 'standard' programme we have in place. It is a 3 year curriculum model (Year A, B and C). There is of course, lots of informal teaching and cross-topic teaching that occurs, such as travel training on the way to shopping or online safety taught during functional ICT. Therefore, the below shows only part of the picture, the formal planned discrete teaching. It indicates what is taught and how often it is taught. It is important to recognise that this 'standard' programme is not rigid, it is tailored to each student, with either a greater or less amount of each.

FORMAL & SEMI-FORMAL CURRICULUM PATHWAY	INFORMAL CURRICULUM PATHWAY
<b>Taught ALL year in year A,B and C:</b>	
<ul style="list-style-type: none"> <li>• (SLL) Functional literacy</li> <li>• (SLL) Functional numeracy</li> <li>• (SPAL) Health &amp; Fitness</li> <li>• (PSD) Relationship, Sex &amp; Health Education</li> </ul>	<ul style="list-style-type: none"> <li>• (SLL &amp; PSD) Communication &amp; interaction skills</li> <li>• (SLL) Literacy skills</li> <li>• (SLL) Numeracy skills</li> <li>• (SPAL) Health &amp; Fitness</li> <li>• (SPAL) Physio &amp; postural management programmes (where appropriate)</li> </ul>
<b>Taught for at least HALF a year in year A,B and C:</b>	
<ul style="list-style-type: none"> <li>• (SLL) Functional ICT</li> <li>• (SLL) Food Technology</li> <li>• (SLL) Home management</li> <li>• (VS) Employability skills</li> <li>• (DCE) Arts, Crafts, Drama, Music.</li> </ul>	<ul style="list-style-type: none"> <li>• (DCE) Arts, Crafts, Drama, Music.</li> <li>• (SLL) Food technology (sensory)</li> <li>• (PSD) Community Engagement &amp; Participation</li> <li>• (PSD) Relationship, Sex &amp; Health Education</li> </ul>
<b>Taught for at least a HALF-TERM in AT LEAST ONE YEAR FROM year A,B or C:</b>	
<ul style="list-style-type: none"> <li>• (SLL) Travel training</li> <li>• (PSD) Personal &amp; online safety</li> <li>• (PSD) Personal health and hygiene</li> <li>• (PSD) Family and knowing yourself.</li> <li>• (PSD) First Aid</li> <li>• (VS) Work experience</li> <li>• (VS) Community action project</li> <li>• (VS) Enterprise</li> </ul>	<ul style="list-style-type: none"> <li>• (VS) Community action project</li> <li>• (VS) Enterprise</li> <li>• (VS) Work experience (where appropriate)</li> </ul>

## Accrediting What We Value - FE

As a staff team we place the highest value on the embedded skills that our students leave us with and take into their future lives. We wish to recognise the wonderful achievements of our students and all students will leave with an accredited ASDAN award at a level appropriate to them. These will be awarded at the end of year 14. Students will achieve THE ASDAN Personal Progress qualification at entry level 1. The table below outlines the level at which this qualification will be achieved.

Pathway	Skills for life & learning (SLL)	Personal and social development (PSD)	Vocational Studies (VS)	Sport, Physical Activity & Leisure (SPAL)	Developing Creativity & Expression (DCE)
<b>Pre-Formal ASDAN PP Award (EL1 – 8 credits)</b>	EWOB (4 credits) Engaging with the world around you: objects	EWCE (4 credits) Engaging with the world around you: centre & community based events			EECR (3 credits) Encountering Experiences: Creativity
<b>Informal ASDAN PP Certificate (EL1 – 14 credits)</b>	Where appropriate, students following the informal curriculum pathway will: Select either: 3 credits from Certificate suite of modules or combination of modules from Award and Certificate suite.				
<b>Semi-Formal ASDAN PP Certificate or Extended Certificate (EL1 - 25 credits)</b>	ILOE (2 credits) Developing independent living skills: looking after your own environment	DSA (3 credits) Developing Self-Awareness: all about me	EWWE (3 credits) Engaging with the world of work: work experience	CPSA (3 credits) Developing community participation skills: participating in sporting activities	NCA (3 credits) Engaging in new creative activities
	Where appropriate, students following the semi-formal curriculum pathway will: Also complete the 4 additional literacy & numeracy modules to achieve the Extended Certificate qualification.				
<b>Formal ASDAN PP Extended Certificate (EL1) &amp; Bespoke Accreditation Package (if required)</b>	<b>SKILLS FOR LIFE &amp; LEARNING</b> Students following the formal curriculum pathway will undertake the following additional literacy and numeracy modules				
	Literacy – Reading DRS (3 credits) Developing reading skills	Literacy – Writing DWS (3 credits) Developing writing skills	Numeracy – Number EMNS (2 credits) Early Mathematics: Developing number skills	Numeracy – Money UMF (3 credits) Understanding what money is for	