



LOCATION: CURRICULUM HANDBOOK, DOCUMENT 2

THE LEARNING POLICY **(Including Curriculum Design)**

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Reviewed By: Zoe Silvester

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Curriculum development is an ongoing process and at Abbey Court school we endeavour to continually refine and modify the curriculum to ensure that it effectively meets the needs of the pupils. In addition, there is substantial review and development on a regular basis and therefore an appendix to this policy is included as a working document (Appendix 8, Curriculum and Assessment Rationale - Discussion document).

The opportunity available within the National Curriculum to design and deliver a **whole** curriculum is welcomed at Abbey Court as it enables us to offer our pupils and students learning opportunities to realise their potential to become *successful learners, confident individuals and responsible citizens*.

Curriculum design and delivery in a school for pupils with severe and profound needs must be flexible, appropriately differentiated and personalised in order to meet the wide range of learning difficulties and individual needs.

Abbey Court provides a challenging curriculum, ensuring that all pupils maximise their progress and personal achievement in relation to their abilities. There is an emphasis on developing the whole person, through a multi-agency approach, working in partnership with parents and carers and other stakeholders.

Teaching and learning at Abbey Court is designed to be relevant and personalised to each individual pupil. The basis of this is delivered through a diverse topic-based creative Curriculum, at the Primary site, where links are made between subjects, so that children develop a broad and coherent understanding of a topic and learn to use and apply their knowledge and skills in a range of contexts that are relevant to them. Topics change each term, and are on an annual cycle. At the Secondary School, the curriculum is subject based and builds on the skills and knowledge already gained at Primary. Both schools follow the National Curriculum and schemes of work are differentiated to meet the needs of individual pupils and are progressive and age-appropriate to the learners. Regular review and development of our curriculum, enables us to ensure relevance and representation of all our learners and celebration of the diverse culture in which we live.

Our curriculum also focuses on developing the key skills of communication, cognition, independence, physical development and self-care; all transferrable skills that equip children and young people for life beyond the school, to ensure the development of the whole child. Abbey Courts Farm

curriculum has been carefully designed to complement and build upon classroom learning, giving pupils the opportunity to develop meaningful and relevant skills for the future.

Teaching and learning at Abbey Court School is supported by a range of co-providers, all of whom support the teaching staff in meeting the needs of individual pupils. The specific impact on teaching and learning that each group has can be briefly described as:

- Therapists: The specific expertise of the therapists is used by teaching teams to support pupils' physical needs whilst ensuring minimum disruption to the curriculum. Indeed, the approaches used are designed to facilitate access to the curriculum whilst Mobility Opportunities Via Education impact on teaching and learning by motivating and enabling the pupils (See the MOVE section within the P.E. policy, available on request).
- Educational Psychologist: A significant number of pupils have challenging behaviours. The skills of teaching staff, supported by the knowledge and advice of the Ed. Psych., enable the effects of their behaviours not only to be minimised on the education of all pupils but indeed, to endeavour to modify the behaviours which will positively impact on the specific pupil's learning.
- Visiting Teachers for Sensory Impairments: The specific expertise of the visiting teachers is used by teaching teams to support pupils' sensory needs in order to impact on teaching and learning by facilitating and enabling the pupils.

The Quality of Teaching and Learning.

At Abbey Court School the core of the education is what takes place day in and day out in the classroom. The quality of the learning that takes place equates to the success of the school. At Abbey Court, the curriculum; the school organisation and management; and the physical environment are designed to assist the class teacher in their role, but it is how the class teacher functions that dictates effectiveness and this relates directly to pupil progress. It is expected that all class teachers therefore are, or endeavour to be, proficient class managers and the main focus of any lesson is on the learning that is taking place.

LEARNING

Abbey Court has a child-centred philosophy. This means that children are at the heart of all that happens and there are some key principles in place when it comes to learning and teaching:

- Teaching staff value and focus on every pupil, recognising and celebrating diversity
- Pupils are trusted. They are given responsibility and develop independence
- Pupils enjoy joining in and making a contribution
- The pupils feel secure, are secure and develop well
- Everyone is included
- Assessment informs planning and practice

Staff at Abbey Court show that they value each pupil, and treat each pupil as an individual. Pupils are listened and responded to sensitively which enables them to feel safe and make good progress in all areas of learning. The pupils delight in participating in learning events.

Expectations of pupils are high and both initial and ongoing assessment with good communication amongst staff, identifies what pupils can do, what they like to do and what they need to do to progress in their learning. Effective plans are agreed to set the next challenges in order to extend each pupil's learning. This means that pupils consolidate what they have learnt and make further progress in their learning.

Time and thought is given to make sure that pupils can make informed decisions. Pupils are helped to understand how to keep themselves safe (as opposed to just being kept safe), how to be healthy and how to maintain their personal care. They learn to manage their own behaviour, taking

on responsibility, building up their confidence and this further promotes learning. Personal, Social, Health Education and Citizenship (PSHE&C) is a core subject at Abbey Court School with close links to a pupils Spiritual, Moral, Social and Cultural learning.

Pupils are provided with varied and exciting opportunities which enhance their life experiences and enrich their learning. We see the pupils participating eagerly with smiles or concentration. Pupils that are engaged and learning can be seen to enthusiastically communicate their thoughts through speech, signing, communication aids, touch, symbols and facial expressions. We see pupils in regular positive interaction with staff and their peers which enable them to feel secure, take risks and thrive in their learning.

The pupils learn through activities that are carefully planned and adapted to their individual needs which engage and motivate them and aim to extend their ability to attend.

Irrespective of whom the pupil is or where they have come, staff know each pupil well and address any of their needs. They ensure that all pupils are able to join in, have fun and learn through new and challenging contexts and experiences. Any barriers are actively addressed and overcome, for example by finding creative solutions to allow freedom of movement around the school even when a pupil has challenging behaviours or profound and multiple difficulties.

When observations are conducted the following responses are looked for as an indicator of the learning that is taking place:

Pupils ...

- understand what they are required to do
- are motivated, interested & keen to learn
- know how to learn, know their strengths
- acquire new knowledge, skills & understanding
- apply effort in their work
- are productive
- are clear about expectations & try to meet them
- are able to concentrate and stay on task
- work at appropriate pace
- show interest in their work
- work independently
- know how to seek help
- are confident in their tasks
- understand when they have done well
- understand ways in which to improve their work
- are making progress in the lesson
- are making progress over time

The pupils know how well they are achieving, what they have to do to achieve and what targets they are working on. The pupils are self-motivated to achieve and be involved in next steps to success. They are also learning what to do in order to maintain their learning.

At Abbey Court the pupils learn beyond the classroom: they can be enthusiastic and are encouraged to talk about things they have seen or been involved with. They like to share what they have done at home. The pupils work on their individual targets at home and use resources beyond the school to enhance their learning, particularly in real life and social situations.

At Abbey Court we believe that children learn best when they:

- are happy;
- are interested, motivated and engaged;
- achieve success and gain approval;
- are given tasks which match their ability;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries;
- are challenged and stimulated.

The Learning Environment

This must be organised to ensure that children have the opportunity to:

- work individually, in groups and as a class;
- make decisions;
- work co-operatively;
- solve problems;
- be creative;
- discuss their ideas;
- develop social skills;
- develop independence;
- use initiative;
- receive support;
- achieve academically and personally.

Learning takes place in an environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is well organised;
- is well resourced;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal opportunities;
- provides a working atmosphere.

Children should be encouraged to develop organisational skills and independence through:

- appropriate tasks;
- confidence building;
- example;
- co-operation;
- provision of suitable opportunities;
- responsibilities.

Routines and Rules

(Also see the Behaviour and Anti-Bullying policy)

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- agreed by the children and clearly understood;
- fair and consistent;
- realistic and positive;
- kept to a minimum but enforced;
- daily activities with which the children are familiar.

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of The Behaviour Policy. Classes have their own charters in line with UNICEF Rights Respecting Schools.

Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an on going process in all aspects of school life, by:

- verbal or written praise by teachers, peers, Headteacher and parents;
- displays of work;
- opportunities to perform or share;
- encouraging self-esteem;
- the awarding of stickers and certificates;
- sharing success with the school community.
- Recognition of achievement through accredited and internal awards

Teachers need to arrange time to observe, assess, reflect and review achievements with each child on a regular basis. The child should be involved in this process by the encouragement of self-appraisal and target setting. Assessment is an integral part of the teaching and learning process.

Learning: Enabling versus Disabling

Pupils learn best by:

- Trying things out for themselves
- Trial and error
- Being presented with manageable challenges
- Being allowed to take safe risks
- Being allowed to make mistakes and get things wrong

This means that staff at Abbey Court school endeavour to enable pupils. In a context where pupils need a lot of support with their physical and primary care needs this can be a fine balance between supporting a pupil up to the point at which they can attempt to support themselves.

All staff are encouraged to self-reflection on their support of pupils and this features in induction and ongoing training with staff.

Pupils are regularly assessed and subsequently the support that is provided is reviewed accordingly. Staff have pupils' long term goals in mind, so that they consider how to help to improve their independence and take steps towards these goals. This will include, for example, carefully considering the prompts that are used and how they can be altered to increase independence in tasks.

Relationships and Sex Education

Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education is compulsory in all secondary schools, as well as Health Education being compulsory in all state-funded schools. Personal safety is at the heart of Relationship, Sex and Health Education (RSHE). At Abbey Court school, students are discretely taught the core information and skills to live a safe and healthy lifestyle. Through the RSHE curriculum students learn the different types of relationships including those online, and the boundaries which exist. They learn how their bodies and emotions develop and the routines which they will need to complete daily in order to be healthy. RSHE aims to equip students with the skills to make informed choices and that they should always be listened to, particularly in the area of consent. Health Education encompasses students learning about their own physical health and their mental wellbeing. Helping them to know their own emotions, coping strategies and techniques such as mindfulness to maintain a positive sense of 'self'. Pupils learn skills in assessing and managing risk, how and where they can seek support for a range of situations such as when they are unwell, as well as gaining basic first aid skills.

Learning: Assessing Progress

Assessment of lessons.

Reference should be made to Abbey Court School's Planning, Assessing, Recording and Reporting policy and the Monitoring and Evaluation policy.

For Abbey Court School the starting point for effective teaching is assessment, identifying each pupil's strengths and weaknesses. What is important here is not the named disability that the pupil has but how the individual functions on a daily basis. For example, by what means can they communicate?

The focus needs to encompass physical, emotional, social and intellectual development and will emphasise "can" rather than "can't". These can then provide a basis for what and how the pupil can learn.

At Abbey Court the assessment process begins before the pupil starts at school with a home visit by the Class Teacher. Then a formal entry profile is compiled following the detailed procedures set out in the PARR policy and with specific reference to the child's EHCP. This baseline assessment is then used to formulate the first Individual Education Plan.

Learning

The aims as detailed in this policy and the National Curriculum programmes of Study should always be kept in mind when selecting the content of lessons. The teacher needs to know why they are doing each activity. Wherever possible the pupil also needs to know why and it can therefore be valuable if the pupils are involved in deciding:

- * What is to be learned
- * What resources are needed and how will they be managed
- * How will pupils be grouped and managed
- * What teaching strategies will be used
- * How will support staff be used.

The Abbey Court school planning proformas prompt for this information (See the PARR policy).

Observation and analysis.

In order to monitor effectively the learning that is taking place in lessons it is necessary to

accurately observe what is happening on an ongoing basis. A number of methods are used for this including:

- i. Event recording. The observer uses a simple tally system to record the number occurrences of an event or response by a child.
- ii. Time recording. The observer records the length of time that an event or response lasts for.
- iii. Annotated observation. The observer makes notes on an event that indicate the achievement and context in which it takes place (e.g. level of support given, date, subject, why it is an achievement etc. See the Abbey Court PARR policy).

A variety of other methods are described in the PARR policy.

So that we evaluate the meaning of our observations the following questions need to be asked and answered:

What did the pupil do? What were they learning? How worthwhile was it?
What did I (the teacher) do? What did I learn? What am I going to do now?

This in-depth evaluation of pupil observation is particularly important when observing our most profound pupils who are accessing their curriculum through the Engagement Model approach. These key questions, enable teaching staff to think carefully about what they have observed and what impact this has on the individual's progress and development.

Each pupil has a portfolio to store evidence of their attainment on a yearly basis and this relates directly to the school marking policy (See PARR policy). Where IEP targets have been achieved a range of types of evidence may be kept to show this achievement. The PARR policy has proformas for helping to organise this record. The type of evidence kept is monitored through the termly progress meetings to ensure that it includes annotation, photographic record and pupil work, for example.

All staff at Abbey Court School are encouraged to review their working practices and procedures in a regular and systematic manner. By encouraging staff to respect the school aims to continually reach beyond its current 'limits'. Classes have the advantage of having a staff 'team' which widens the opportunity for effective reflection through a partnership approach. The teacher's awareness can be deepened through the observations made by another observer.

At Abbey Court we also encourage the involvement of Senior Leaders, Subject Leaders, Advisers and other teaching colleagues who can share experiences and offer mutual support. (See monitoring and Evaluation policy).

At the moment this is organised at departmental level at Abbey Court School with Key Stage Leaders facilitating the opportunities. Time is given for teachers to observe each other's teaching with follow-up discussion/feedback. This is also reflected in the NQT programme.

Evaluation of this policy

All teaching staff are involved in the development of the learning policy and are central to the implementation and ongoing evaluation of it.

The individual subject policies are an integral part of this policy and each subject leader has responsibility for the monitoring and evaluation of these incorporating the other teaching staff. The school development plan is used as the vehicle for the identification and action planning of Abbey Court School's priorities.

This policy is evaluated and dated every other year and addresses changes in legislation; OFSTED requirements; and Abbey Court School Re-organisation.

Appendices

1. *Teaching*
2. *Meeting the Individual Needs of Pupils*
3. *The Curriculum (Inc. Accreditation overview)*
4. *Subject Leadership*
5. *Core Group Rationale*
6. *Classroom Organisation and Management*
7. *Roles and Responsibilities of Partners and Co-providers*
8. *Curriculum and Assessment Rationale - Discussion document*

Appendix I: Teaching

Teachers' Standards 2021

Teaching at Abbey Court School is judged against the Teaching Standards published by the DfE. (Teachers' Standards Guidance for school leaders, school staff and governing bodies, DfE, updated July 2021) [Teachers' Standards \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Teaching Styles and Strategies.

Abbey Court School's **Behaviour Policy** (which includes the Bullying Policy) supports the effectiveness of the teaching and learning that takes place and should be referred to. Additionally, appropriate teaching strategies (that are a part of all Abbey Court teaching at some time so that every pupil has a variety of stimulating, motivating and attention-grabbing experiences) include:

1. **Teacher-led activity including exposition and questioning** (both open and closed questions)
2. **Group work.** Choice of groupings is an important consideration here including the placement of teacher/assistants in which group.
3. **Practical work.** Opportunities often arise in such tasks for pupils to use a range of skills, thus consolidating previous work (perhaps in other areas of the curriculum). Experiential learning is particularly possible in this context.
4. **Supported self-study.** Pupils working mainly individually with support as necessary (Working on a computer for example).
5. **Investigative approaches / problem-solving.** Open ended activities linked to a topic or a cross curricular theme. Applying the curriculum to problems from a real life context. (This might be teacher led, pupil led, demonstrated, group problem solving task etc.)
6. **Play/Games.** These can provide particularly successful consolidation as well as stimulus to further activity. The objectives, however, need to be clear to demonstrate that they are not 'time fillers'. (Board games/physical games/mind games).
7. **Role play (and shadowing).** Activities where the pupils model some aspects of the real world that reinforce the subject. E.g. shop-keeping for money in mathematics.
8. **Discussion.** A useful way to develop pupils' thinking, visualising and understanding across the curriculum.
9. **Peer-group tutoring.** In each of these strategies the pupil is always at the centre of learning. The activities wherever possible are matched to the age as well as abilities of the pupils and are varied and at an appropriate pace. The needs of pupils with PMLD are always borne in mind at Abbey Court School and teachers endeavour to interpret non-verbal signals in order to enable everyone to make contributions to the class work. (Knowledge of the pupil is essential). Where classes are engaged in effective decision making the class have a duty to consider the needs of these pupils where they are not able to influence decision making themselves. The teacher will need to prompt the peer group into considering these needs as decisions are being made.

Appendix 2: Meeting the individual needs of Pupils - Teacher Planning

(For detail please refer to the Planning, Assessing, Recording and Reporting policy).

The subject policies which refer to the National Curriculum programmes of study and the Schemes of Work provide the basis for planning teaching and learning during each year group and set out the knowledge understanding and skills that should be taught to pupils as an entitlement.

The programmes of study often serve as the contexts through which individual objectives can be achieved and at Abbey Court School these objectives may be very basic though essential, e.g. maintaining attention during a group activity in science or developing interpersonal and language skills in a technology session. For Abbey Court School, whilst the National Curriculum is the statutory minimum entitlement, objectives relevant to the individual pupil can be taught through the programmes of study (P.o.S).

Planning suitably differentiated work for all pupils, (the responsibility of the class teacher), is the only way of meeting individual need. A Pupil in Key Stage 3 science, for example, may be learning to attend visually to events and develop an awareness of cause and effect. The Class teacher will need to use the suggested scientific contexts in the Abbey Court School schemes of work in order to offer the necessary experiences and stimulation. Here the term 'scheme of work' is used to describe the curriculum coverage at Abbey Court for a specific subject and which reflect differentiation and specific detail for the delivery of lessons each term for a six-term year.

The practical aspects of planning in terms of individual education plans, short and medium term planning and individual programme plans are detailed in Abbey Court School's Planning, Assessment, Recording and Reporting Policy.

Class teachers at Abbey Court plan what to teach for each subject based on a subject-specific scheme of work provided by the subject leader each term. The agreed format is standard across the school and is available in the PARR policy.

In addition to the differentiation identified on the scheme of work (and individual targets set at the Annual Review of the Statement of SEN), each pupil is set a SMART target in each Key Skill area on their IEP (Also see the Abbey Court Key Skills policy). Progress in these is reviewed at the end of each term and sent to parents. At the start of each new term IEP targets are agreed in 'Progress Meetings' in time for sharing with parents at the parents' evening. These 'Progress meetings' involve the head teacher, department coordinator and class teacher in rigorously discussing and setting the individual targets. The agreed format for IEPs is standard across Key Stages 1 to 4, with a specific version available for EYFS (to account for the EYFS curriculum) and FE (with a more vocational style of teaching and learning). These are available in the PARR policy.

The aforementioned systems are implemented in order to meet the needs of all pupils at Abbey Court School. The remainder of this section considers the access for particular Special Needs Groups. The strategies included, though often designed for these pupils, provide useful approaches to enhance the learning of many of the other pupils in the school. Halliwick swimming for example provides a method of teaching swimming to pupils with a physical disability. It also provides a strategy for teaching swimming to any non-swimmer, providing them with essential prerequisites for becoming an effective swimmer. In order to deliver these strategies to a consistently high standard, staff training is necessary to introduce staff to the concept and then update their skills. Where possible the school attempts to get named members of staff trained as trainers themselves so that ongoing staff development is possible which can be efficient, flexible and cost-effective.

Multi-Sensory Education

Education based on sensory experience is very important for our pupils; particularly those who are at an early developmental stage and sensory impairments are heightened. This education is fundamental to learning.

Definition

Sensory education is the foundation of all learning. Pupils learn through interpreting information, which comes to them via their senses. The foundation of sensory education is to teach the process of interpreting this information in order to enable the pupils to bring meaning to their learning. The ability to combine and interpret information through sensory input is the means through which we make sense of our experiences and of the world around us. It is the foundation of communication.

Sensory education has particular relevance to pupils who need to compensate for a sensory impairment by the heightened use of their other senses. The multi-sensory room in particular assists in the comprehension process.

Aims

- To enable pupils to make full use of their senses and thereby to explore and interpret their environment in a meaningful way.
- To enable pupils to establish the means to affect or control their environment and to help them establish skills of communication.
- To encourage pupils in early developmental stages to use their senses to comprehend their environment by the use of established systems and routines.
- To provide an environment conducive to learning.
- To promote a consistent approach according to pupils' individual needs by working through programmes and planning.
- To encourage greater awareness of the immediate and wider environment.

Objectives

- Pupils have access to a multi-sensory environment as appropriate to their identified needs.
- Pupils have a planned programme to facilitate the aims.
- Pupils have consistent exposure to appropriate programmes and equipment in order to develop sensory awareness.
- Anticipation and awareness is encouraged by establishing routines.
- The IEP profile shows the pupils' level of need, and includes the support given by the VI/HI/SALT and physiotherapy agencies.
- Pupils have access to planned sensory education during their weekly timetable, reinforced in class.
- Programmes are planned to include the appropriate use of communication aids, switches, computer programmes and other relevant I.C.T. equipment.
- Activities and resources are age appropriate.
- Within the multi-sensory room the pupils have access to a planned programme of activities, which ensures proper progression.

Use of the multi-sensory rooms

The multi-sensory rooms contain hi-tech equipment, which needs careful handling.

They are designed to be interactive and easily accessible and should always be used within planned programmes, which ensure proper progression.

The multi-sensory rooms are used to support aspects of curricular delivery.

Equipment in the multi-sensory rooms is checked every 12 months for electrical safety in addition to an annual service.

Multi-sensory Room

Guidelines for Use

- Please leave the room as you would wish to find it.
- The room will always be used with purpose.
- Each pupil will have an appropriate individual plan for his/her time in the sensory room.
- Care should be taken when pupils are using electrical equipment.
- Be aware that the pupil is not overloaded with sensory experiences.
- Be aware of pupil's reactions when switching lights on or off when entering or leaving the room, particularly those who have epileptic fits.
- Allow time to acclimatise pupil to the differences in light/dark.
- Talk to pupil about what is going to happen.
- Please replace equipment appropriately.
- Please keep batteries on charge at all times unless in the equipment.
- Switch off all equipment before leaving the room.
- Please report faulty or broken equipment to sensory room co-ordinator as soon as possible.
- Please lock the door after use.

TEACCH

TEACCH has developed strategies to help autistic (ASD) pupils to function in the culture that surrounds them. The progress is based on 5 principles:

1. That all pupils have strengths and interests that can be made more functional for them. For example, we can use a pupil's compulsion to complete tasks in a set sequence to teach the use of checklists for personal care tasks.
2. That all pupils have the potential to develop better skills. Attention is paid to the pupil's abilities in communication, self-care, vocational skills and leisure skills.
3. That pupils with Autism have limitations in their ability to understand the meaning of their experiences. We endeavour, therefore to assist their understanding of meaning and not to assume they understand why they have been asked to do something.
4. That the non-compliant behaviour pupils with Autism display, is mainly due to their cognitive difficulty in understanding what is expected of them. We need therefore to allow for this and provide systems in order to help them to have a better understanding of what to expect and what is expected.

5. That in planning for the pupil we need to be sensitive to the home context and incorporate the wishes and lifestyles of the student's family in the pupil's Individual Education Plan.

The TEACCH approach to teaching and learning provides valuable strategies for working with all pupils at Abbey Court School. To ensure the effective use of this strategy to high standards all teaching staff attend the 3-day TEACCH course.

For pupils with ASD the approach enables a differentiated access to the curriculum where pupils may be working independently or with one to one support using the TEACCH systems and when possible re-joining the class group for group activities. The needs of pupils are audited regularly in order to identify the resources, staffing levels and staff training that is needed to provide effective support.

Total Communication

The policy of total communication is designed to meet the needs of all children by using the range of communicative means, including Makaton signs and symbols and objects of reference in order to enhance opportunities for communication. Staff in class work closely with the Speech and Language Therapists (SALT). Programmes devised by her are implemented by class staff in all teaching and learning situations. The class teacher and SALT (School and NHS) regularly evaluate programmes together.

A wide range of augmentative communication systems and aids are used appropriate to the needs of each individual pupil. PMLD pupils use a range of voice output systems. As their ability develops in using switches, they will be able to make known their choices, respond in sessions using a Big Mack, partner 2 or step by step communication aid. Other communication aids augment this.

The Picture Exchange Communication System (PECs) is a method of using a symbol to exchange for an item that the person needs or wants. This system is a very effective form of communication for SLD pupils who are non-verbal or have speech problems and is used widely for pupils with ASD. The use of symbols to communicate is built up in phases and each pupil has their own PECs book with symbols they use to communicate in all situations (See the English policy for detail).

MOVE (Mobility Opportunities Via Education)

MOVE is a mobility-based programme designed for people with motor disabilities and focuses on the functional skills of sitting, standing and Walking

MOVE uses the combination of therapy, education and the home to achieve its success. The Programme uses a team approach – all those who work directly with the child, young person or adult are included in this team. MOVE looks at the abilities a person already has and then teaches the skills that they specifically want to learn.

MOVE uses a top down approach which means that it focuses on activities that people are motivated to achieve, rather than what they cannot do. In an initial assessment goals are determined and a time frame to achieve these goals is set. These goals are then broken down into activities within which manageable and achievable targets are set.

Some specialised equipment is used on the programme as a tool for learning new skills. This equipment assists children in improving their ability to balance and to weight bear so that eventually they might be able to use the furniture in their own home, school and out in the community.

Mobility is the primary aim of MOVE, but vast improvements can also be seen in many other areas of a disabled person's life

The MOVE planning and teaching process at Abbey Court School

At Abbey Court MOVE fits within the PE curriculum and further information on MOVE can be found in the appendices to the Abbey Court School PE policy.

To ensure that high standards are maintained the approach is overseen by a lead teacher (MOVE trained) in consultation with the Occupational and Physio therapists. Individual assessments are made of each pupil with mobility difficulties, with reference to the manual handling risk assessments for these pupils. A programme is devised with specific targets for achievement. (If resources are required as a result of these assessments that facilitate access to the curriculum, then a formal request will be made to the head teacher for these). This programme also constitutes a risk assessment.

These programmes are placed in a MOVE folder which is kept in the Office on each site. On a weekly basis the folder is taken to the pertinent department meeting for consultation with teaching staff. If the programme is acceptable it is signed and ownership is passed to the class team for implementation (The class teacher has responsibility for the programme even where they may delegate some of the tasks to the TA's. The class teacher, as manager, should always be the point of contact for visiting therapists. A move programme should not be implemented until this assessment of risk is in place). However, if there are any concerns such as impracticalities, health and safety issues or staff training needs then this information is requested from the physiotherapy team via the MOVE folder. (Also see the Physical Education policy)

Halliwick Background

Halliwick was first implemented at the Halliwick School in London from which it takes its name. The Halliwick method started in 1949 and continues to develop. It aims to teach people to enjoy the water irrespective of their type or degree of disability. Activities encompass some of the following skills: -

- Learning to feel at home in the water (water confidence)
- Breath control
- An understanding of how up thrust and turbulence affect the body
- Balance
- Sculling and the development of basic strokes.

Recreational aspects are emphasised – time spent in the water must be fun. All participants are regarded as “swimmers” and, until the swimmer is proficient, he will have a 1:1 instructor. Work is carried out in groups led by a group leader. This enhances learning and makes it more fun. No flotation aids are used, the adult instructor acts as the pupil's flotation aid.

Halliwick at Abbey Court

At Abbey Court school, Halliwick forms part of the PE curriculum and is used alongside other swimming teaching programmes to support pupils who swim on-site in the Hydropool and where appropriate, those who use offsite swimming facilities, (Dependent on the developmental progress within the Abbey Court Halliwick/ASA checklist). Swimming sessions may be organised across Key Stages or pupils may attend in class groups. A teacher is trained as a Halliwick instructor in order that this part of the curriculum can be appropriately monitored and staff training needs

effectively met in order to maintain high standards of swimming teaching.

IEP Mobility targets may be agreed upon based on the experiences pupils will have during sessions in the water. Achievements during these sessions are linked to the ASA scheme.

Further information about the way in which Halliwick Movement is implemented is included in the PE policy.

Sherborne Developmental Movement

Background

The theory underlying Sherborne Movement is based on Rudolph Laban's analysis of human movement. In his work, Laban aimed to develop the personality, develop potential and to help people to understand and experience the widest range of movement possible.

Veronica Sherborne applied Laban's theory to the needs of children. She came to the conclusion that children have two basic needs: they need to feel at home in their own bodies and as a result to gain body mastery and also to be able to form relationships. The fulfilment of these needs can be achieved through good movement teaching.

Activities undertaken in Sherborne Movement are referred to as "experiences" rather than "exercises" because they combine both physical and psychological learning experiences. Underlying these activities is the belief that: -

- Movement experiences are fundamental to the development of all children but particularly important to those children with learning difficulties
- Input of movement experiences has to be more concentrated and more continuous for children with learning difficulties.

One teacher is trained as a Sherborne trainer, coordinates Sherborne across the school and provides regular training sessions to all staff as well as supporting individual staff as identified through the staff development systems.

Sherborne Movement at Abbey Court

At Abbey Court school Sherborne Movement is part of the PE curriculum. Those pupils for whom it is of most relevance have one discrete session per week. Sherborne Movement may be appropriate for pupils for SLD, PMLD, those with challenging behaviour and pupils who have multi-sensory impairment. However, decisions are based on assessment of individual pupil needs and there are no set criteria.

Sherborne movement may be organised across Key Stages while other pupils take part in different PE activities relevant to their own needs or may be part of a class-based PE lesson. There are other areas of the curriculum, for example when pupils are participating in activities associated with Sensory stories during Literacy, when they have the opportunity to experience movement. It is not the case, therefore, that Sherborne is solely part of the PE curriculum.

For those pupils attending Sherborne sessions, IEP Mobility targets may be agreed based on the experiences they will have during Sherborne Movement sessions. Achievements during these sessions are linked to Abbey Court's Sherborne/Gymnastics Award Scheme.

Further information about the way in which Sherborne Movement is implemented is included in the PE policy.

Rebound Therapy

Rebound therapy is the therapeutic use of the trampoline to develop and promote motor skills, body awareness, balance, co-ordination and communication. It is designed to accommodate pupils' individual abilities and disabilities whilst drawing upon their previous experience and likes and dislikes. Improved health and fitness and greater independence are encouraged, whilst fun, enjoyment and the opportunity to succeed are of paramount importance. Rebound Therapy should not be seen as an isolated activity but rather as an integrated part of the pupil's movement programme. Rebound Therapy is accessible to pupils with a range of special needs such as specific physical disabilities, autistic spectrum disorders, learning difficulties, co-ordination problems, following assessment by the relevant professionals involved, e.g. Physiotherapists, Nursing Staff and GP. At Abbey Court School, Rebound Therapy is offered to non-ambulant pupils who have been risk-assessed and who do not present any contraindications for participation - Those pupils for whom it is of most relevance have one discrete session per week. (Also see the Abbey Court Rebound Therapy policy).

Forest Schools

At Abbey Court we have chosen to enhance the learning opportunities for all our students and incorporate learning outside the class room to develop confidence, self-esteem and allow children to take risks in a safe environment. They will learn new skills they will not get to experience indoors. The Forest School idea was originally used in Scandinavia and has been rapidly developing in England over recent years. The sessions will be run by a qualified Level 3 Forest School Leader, who will devise a program that is based on the children's interests and allows them to build on skills week to week at their own pace. The needs of the children will also be considered when planning the session and support staff will be trained appropriately.

Definition:

A Forest School is a secure area of woodland, which acts as an outdoor classroom where children can explore, investigate and discover the natural environment. Forest School provides an excellent opportunity to bring learning to life, allowing the children to explore and learn in a constructive way. This inspirational process increases self-confidence, self-esteem, improves individuals' ability to work co-operatively and counters a lack of motivation and negative attitude towards learning, while offering the opportunities to take risks, make choices and initiate learning for themselves.

We make the most of the unique resources available by using lots of natural materials, working (with appropriate levels of adult support) with tools and fires, and encouraging high levels of independence and team work. Forest School sessions will follow a pattern that the children will feel comfortable with.

At Abbey Court we believe that ALL our children have the right to experience forest school sessions, regardless of need. (See the Forest School Policy for further detail)

Duke of Edinburgh Awards

At Abbey Court school the DoE programme is offered to students from 16-19 the programme can be achieved at three levels, which when completed, lead to a Bronze, Silver or Gold Duke of Edinburgh's Award. Some pupils may take three years to achieve their Bronze Award, whilst others may have already started on their Bronze Award in KS4 and can progress to the Gold Award before they leave school.

Sections

Students achieve their award by completing a personal programme of activities in five sections - Volunteering, Physical, Skills, Expedition and a Residential.

Two staff at Abbey Court are Trained DoE leaders/Assessors.

Massage and Aromatherapy

Pupils are able to enjoy massage at Abbey Court school, enriching certain parts of the curriculum such as Literacy, PE, Drama and during a Lunchtime break.

The school therapist would usually massage hands, arms, legs and feet. In special circumstances a pupil may benefit from an abdomen massage to help with constipation.

- Massage stimulates all the body systems
- Helps relax tight muscles, increases muscle tone and circulation.
- Stimulates digestion and elimination of waste thus helping with colic or constipation.
- Stimulates circulation and increases the flow of oxygen around the body
- Encourages muscle co-ordination
- Stimulates the central nervous system which is important for both neurological and motor development
- It develops self-esteem as it creates the feeling of wellbeing.
- Promotes relaxation and induces feelings of calm.
- Aromatherapy is the controlled use of essential oils to enhance the well-being of the mind, body and spirit. We use a light base oil, such as grape seed, and a common essential oil, such as lavender for this.

We currently have a therapist in school who has competently passed an ITEC level 3 Diploma in Massage.

If a pupil is likely to be offered a massage, a letter will be sent home asking for an adults permission and notification of any allergies.

Intensive Interaction

Intensive Interaction is an approach for teaching communication skills to children and adults who have autism, severe learning difficulties and profound and multiple learning difficulties who are still at early stages of development.

Intensive Interaction is designed to meet the learning needs of pupils who are still at early stages of communication development. At one extreme, this may be a pupil who is very 'difficult to reach', living a socially isolated life, perhaps having a range of self-stimulatory behaviours and not showing motivation to be with other people. Equally, the approach is for pupils who may be highly social in many ways and have many successful interaction activities with others. Yet such a pupil may still need to develop further knowledge and ability in areas like: use and understanding of eye contact

and facial expression, taking turns in exchanges of behaviour, developing and furthering vocalisations toward the threshold of speech. Indeed, some of the people for whom the approach would have meaning may be people who have some speech and language ability, but would still benefit from further learning and development in the area of the 'fundamentals of communication'. First and foremost, Intensive Interaction is highly practical. The only equipment needed is the interaction partner. The approach works by progressively developing enjoyable and relaxed interaction sequences between the interaction partner and the pupil doing the learning. These interaction sequences are repeated frequently and gradually grow in duration, complexity and sophistication. As this happens, the fundamentals of communication are gradually rehearsed and learnt in a free-flowing manner. The style of the support person is relaxed, non-directive and responsive. In fact, a central principle is that the support person builds the content and the flow of the activity by allowing the learner basically to lead and direct, with the member of staff responding to and joining-in with the behaviour of the learner. This simple principle is the one used by adults in interaction with babies during the first year. The first year is the period of development when a baby carries out intense and very rapid learning of the fundamentals of communication. (Much of the development of Intensive interaction was based on reading of the scientific research on the way in which human beings learn to communicate during the first year). The II sessions are regular can be quite intense, but also fun-filled, playful and enjoyable. At Abbey Court they may be 1:1 session or small group activities if pertinent.

Appendix 3: The Curriculum

Abbey Court Curriculum

At Abbey Court school the curriculum is designed to ensure that the OFSTED, National Curriculum requirements for an excellent curriculum are implemented. In many ways it is just the same as in a mainstream school but the resources used and the methodology employed are different in order to facilitate the level and quality of differentiation demanded by pupils with severe and profound learning difficulties.

Foundation Curriculum

Early Years Foundation Stage Curriculum

When pupils first start in the Nursery class at Abbey Court, the teacher carries out the Abbey Court Entry assessment. Staff who work with pupils in Nursery and Reception focus on The Development Matters criteria working towards Early Learning goals at the end of Reception. The Development Matters criteria are differentiated to allow access for all pupils working at earlier levels of development. The Early Years Foundation Stage Curriculum covers the two years in Nursery and the Reception year.

The seven areas of the Early Years Foundation Stage Curriculum are divided into prime and specific areas.

The prime areas are:

- Personal, Social and Emotional Development (PSED)

Includes; Self-confidence and self-awareness, Managing feelings and relationships and Making Relationships.

- Communication and Language (CL)

Includes; Listening and attention, Understanding and Speaking.

- Physical Development (PD)

Includes; Moving and Handling and Health and Self Care

Progress is reviewed and observations are used to inform weekly short term planning, which is pupil specific and focuses on the next steps for pupils in each of the prime areas of learning. Individual Education Plan (IEP) and Annual Review targets also support development and progression.

The specific areas are:

- Mathematics

Includes; Number and Shape, space and measure

- Understanding the World

Includes; People and communities, The World and Technology

- Expressive Arts and Design

Includes; Exploring and using media and materials and Being Imaginative

Specific areas are developed through child-initiated activities, IEP and annual review targets and through teacher input.

After the reception class pupils follow the following:

The programme of study for each key stage is taught in ways appropriate to their abilities. This section briefly describes each curricula area on offer, and for each a detailed policy has been produced. (All policies are reviewed and updated regularly). The pupils are taught the National Curriculum programmes of study which are planned through subject coverage plans and delivered using schemes of work based upon the QCA schemes of work and other relevant schemes. Abbey Court has achieved The Basic Skills Quality Mark to a nationally approved standard at

Primary, Secondary and Further Education phases which recognise a high standard of numeracy and literacy provision.

The Abbey Court Curriculum is designed to provide pupils with essential experiences; offer them opportunities for creative expression and create individual social awareness whilst endeavouring to facilitate the learning of basic skills through the variety of subjects.

The curriculum in the Further Education Department

The curriculum within the FE Department is constructed under the following areas:

- ✓ Social use of Language & Literacy
- ✓ Numeracy in the Community
- ✓ Enterprise Education
- ✓ Vocational Studies (including college placements)
- ✓ Life Skills & Home Management (including travel training)
- ✓ Sport Leisure & Recreation
- ✓ Work Experience / Work-related learning
- ✓ Core subjects to run throughout the curriculum: Literacy & Language, Maths, PSHE&C (life & independent living skills), ICT

These headings will form students Individual Education Plans and lessons within classes and the department will mainly focus on these areas.

In addition to this, students will continue to work on AQA unit awards, the Duke of Edinburgh programme and the ASDAN Towards Independence Modules and the Adventure Service challenge will be introduced to form a progressive internally moderated accreditation.

Some students will access offsite work experience at Leybourne Grange Stables and work experience in the stables. The school endeavours to find other placements for students internally and within the community to enable them to access offsite work experience where pertinent to the needs and abilities.

Students will register in tutor groups and spend time within these groups but also time will be spent in 'ability' based groups where a focus will be placed upon preparing the student for their transition into adult hood. The staff in the Department will work through Department meetings to discuss each student, identify what service they will likely make their transition to and then draw up programmes of key skills to focus on throughout the three years of FE.

Cookery will appear more in the curriculum and will largely be taught to ability through sensory cookery sessions for PMLD students and a more progressive approach for the more able students.

Content & Requirements

ASDAN Towards Independence:

Each teacher will teach their tutor group or a group from the department one module each term; therefore, every student will achieve three modules each year. Towards Independence will not be based in ability groups but rather class groups, to enable interaction, responses and differentiation to be taught by teachers to each group. Teachers will discuss during the first Department meeting which modules they will be teaching for the term so that it alleviates repetition.

AOA unit Awards: These must feature within the IEP targets. Teachers should be aiming for students to achieve at least 5 AOA units every term. These fit well with the outlined curriculum and there are many units that will aid and give ideas for enterprise, festivals and different times in the year and will also fit with the modules for Towards Independence and the Adventure Service Challenge.

Adventure Service Challenge: This is split into three areas so that it is progressive and different for every class. Again, this is taught in tutor groups – during times of the day that may be less structured e.g. registration, end of the day etc.

- ✓ FE1: Road craft, Cookery, Interests, Service, Shield
- ✓ FE2: First Aid, Rambling, Camp craft, Service, Shield
- ✓ FE3: Leisure Pursuits, Exploring, Service, Shield

These challenges run across the three years. Where there is a situation where students spend more than one year in a year group (usually in FE3) they will complete the tasks that have not been worked on before: Leisure Pursuits, Activity choice, Highway Code, Service & Shield. This way progression is evident throughout the time spent within the department.

Cookery: Students are placed in groups in according to cookery ability, interest and appropriateness.

The students focus initially on a healthy diet, identify what a healthy and balanced diet is, discuss likes and dislikes, create food wheels etc.

They look at the budget for the week and decide what they can buy from looking at supermarkets online, decide which supermarket offers the best value for money and then budget for their shop.

Some students follow a plan whereby they begin shopping and cooking with support from adults and gradually this support is withdrawn so that students are cooking with a greater independence developing their life skills and independent living skills. They work on planning an event e.g. inviting parents in once each big term to share a one, two and then three course meal that they have budgeted for, shopped for and then prepared.

This group of students have the opportunity to use the kitchen facilities at Mid Kent College to cook a meal once each week to further develop their generalisation skills and independent living skills.

Some students participate in sensory cookery sessions whereby engagement, participation, active and passive responses are monitored and recorded by staff. Sensory cookery is based ultimately around the creation of a dish at the end of each session but also consider the needs of those students who do not eat orally.

Parents are invited in to join in with a sensory cooking lesson and students have the opportunity to take home their meal each week if they do not eat orally.

A small group of students have more focussed cookery sessions with a higher number of adult support in order to enable them to fully participate in food preparation. This group of students are identified initially at the beginning of the year with the Department team and will then be assessed at the end of the term as to whether they continue with focussed groups or if they move into one of the other groups.

This enables this group of students to make their own snack, use communication methods such as PECs in order to ask for different items in a sequential order to make snacks such as toast, sandwiches, kitchen tools and basic snack time menus (fruit salad, pittas etc.)

Enterprise Education: This is delivered within Tutor Groups but is a whole Department effort working towards a shared goal so some cross-over in groups will be necessary and identified as appropriate.

Students will work on Enterprise to raise money for the named charity of the term: for example in terms 1&2 2014-15 the named charity is Battersea Dogs Home, students will support the school community to run a Christmas disco, together through the FE school council and class forums, discuss and put forward ideas for raising money e.g. fancy dress, karaoke, sponsored dance off etc.

Students will also have the opportunity to support the Macmillan coffee morning where they will work in a 'bake off' style and invite parents and Governors in to buy cakes to raise money for the charity.

There will also be events run throughout the course of the year to raise money for the Department to develop awareness that we can help others but that if there are things that we want as a Department we need to work for these. Activities such as car washing, bracelet making etc.

These principles are an integral part of the teaching and learning at Abbey Court School.

The National Curriculum provides a framework for much of our curriculum. This National Curriculum is supplemented where appropriate with additional curricula e.g. Sherborne developmental movement and Halliwick swimming in PE; The Derbyshire Language scheme supports the teaching of Basic Language Skills within literacy.

Personal, social, health and citizenship education (PSHE&C) and spiritual, moral, social and cultural development (SMSC) are essential aspects of teaching and learning at Abbey Court School across the curriculum (Also see the SMSC policy). Music, to take one example, is personal, social and cultural.

Abbey Court Rural Activities Centre – The Farm Curriculum

The Abbey Court Rural Activities Centre was opened in 2020. This long awaited project came about from a desire to enrich our curriculum and offer pupils a learning environment that would engage, motivate and prepare them for the future. Animals and the outside environment are strong motivators for many of our pupils. They provide a rich and broad range of learning opportunities, including developing life skills, the chance to work with others, to be a part of a community, to develop new and existing skills in different contexts and to nurture hobbies and interests they can take into adulthood.

With a bespoke classroom, dedicated farm staff and a fully accessible farm, we have developed a curriculum to enable pupils to:

- Learn how to care for animals, plants and wildlife
- Learn important life skills
- Have real work experience opportunities
- Develop their communication skills

- Be a part of whole school projects
- Enrich and embed their classroom learning
- Use and apply skills from subject such as Mathematics, Geography, Science and PSHE in a real life setting

Our farm is constantly growing and developing. We currently have a number of different animals living on the farm, including, Donkeys, Shetland Ponies, Goats, Rabbits, Pigs and Chickens. The pupils are also helping us to develop the polytunnel, where we have already successfully grown a range of fruit and vegetables, which many of the pupils enjoy tasting!

The curriculum for our Rural Activities Centre is made up of two elements:

The Curriculum Overview: Outlines core areas of learning and experience that will be available for all pupils to access when they visit the farm. Progression has been mapped to outline how different age groups will be provided with progressive and age appropriate learning opportunities, whilst retaining opportunities to re-visit key elements as they progress through the school. The overview aims to give focus to key ideas within farming whilst allowing pupils to access these ideas at an ability level appropriate to them.

Whole school termly projects are a rolling programme of topics, accessed by the whole school. These give the opportunity to promote team work, inclusion and offer the opportunity for pupils of different age groups to work together. Each topic offers the opportunity to develop a range of skills as well as linking to the National Curriculum and enriching pupils' existing class based learning.

SMSC

(See the SMSC policy)

Music helps pupils to:

PSHE&C

- develop confidence and responsibility and make the most of their abilities, eg sharing opinions and exploring emotions, taking a lead in performing and composing activities, recognising and extending their skills through taking advantage of opportunities to learn and play a musical instrument outside of the classroom
- develop good relationships and respect the differences between people, eg by creating music together in groups, recognising the contribution of others, and by experiencing and appreciating music from different times and cultures

Moral development

- exercise responsibility in the choices and decisions they, and others, make as part of the creative process
- value their own and others' work
- recognise the effect of music, eg its use in advertising, sound pollution

Social development

- share music making, developing a sense of social cohesion
- recognise the value of different contributions and their own responsibility to support and enrich the work of others
- recognise the need for different roles in group performance

Cultural development

- recognise how music influences and reflects the way people think and feel, relating music to the time and place in which it was created and performed
- analyse, evaluate and reflect on music from contrasting traditions and identify how and why some aspects change or stay the same
- identify how their own contribution can change the culture within which they work

Emotional development

- explore their own thoughts and feelings and understand themselves in relation to others, their friends, social networks, culture and environments

All pupils are required to be taught religious education. Sex education is taught throughout the age range at Abbey Court as part of the PSHE&C programme to ensure progression. Careers education and guidance is also offered to the whole school age range in Abbey Court (also within PSHE&C until the Secondary Department where it becomes discrete) with concepts and content increasing in depth as the pupils mature.

The table below shows the curriculum coverage across Abbey Court School. A policy document is in place for each subject.

THE SCHOOL DAY - Curriculum Time allocation

Legislation has offered no rigid guidance for the allocation of time to subjects. At Abbey Court we have devised a table that offers guidance for planning purposes.

These guidelines are intended to assist teachers in achieving a reasonable balance in their timetable but are subject to a variety of constraints. For example, the key stage being taught; the abilities of the pupils in the class; the need to meet individual speech and physiotherapy needs; and emotional and behavioural difficulties.

Teaching times are based on:

24hour 10min. week in the Primary Department

25hour 50min. week in the Secondary Department

15 Hours a week in the Nursery Department

(Pupils in the Nursery are entitled to five, three hours sessions a week (15 hours in total). These are a mix of morning and afternoon sessions running from 9am-12noon and 12.30-3.30pm. During these sessions the Early Years Foundation Stage is delivered through topics and according to pupil interests. Observations are regularly carried out to plan for next steps and possible lines of development).

(Please see the 'Times of School Day' document in the school handbook for detail).

Key Stages 1 & 2 (Cliffe Road)

Subject	Weekly Time Allocation	% of time spent	
English & Drama	5 hours	20.7	
Mathematics	3 hours	12.4	} 37.2
Science and Environmental Education	1 hour	4.1	
PSHE&C	8 hours 10 mins	33.7	} 33.7
RE	30 mins	2.1	
Geography	30 mins	2.1	
History	30 mins	2.1	
Art	1 hour	4.1	} 28.9
Music	1 hour	4.1	
Design & Technology	1 hour	4.1	
Computing	30 mins	2.1	
PE	2 hours	8.2	
LANGUAGES (KS2)	30 mins		

9.15am to 3.05pm = excluding registration, lunch break, Coffee break, and Collective Worship.

Key Stages 3 & 4 (Rede Court Road)

Subject	Weekly Time Allocation	% of time spent	
English & Drama	5 hours	19.4	
Mathematics	3 hours	11.6	} 36.6
Science and Environmental Education	1 hour 30 mins	5.8	
PSHE&C	8 hours 20 mins	32.3	} 32.3
RE	30 mins	1.9	
Music	1 hour	1.9	
Geography	30 mins	1.9	
History	30 mins	1.9	} 31
LANGUAGES	30 mins	1.9	
Design & Technology	1 hour	3.9	
Computing	1 hour	3.9	
Art	1 hour	3.9	
PE	2 hours	7.8	

9.15am to 3.20pm = excluding registration, lunch break, Coffee break, and Collective Worship.

To acquire specific details from timetables and thus gain an accurate picture of curriculum coverage at Abbey Court School it is important to see the timetables in specific Key Stages.

CURRICULUM COVERAGE

The EYFS curriculum is delivered to support pupil's progression through the prime and specific areas. Teachers in Nursery and Reception classes use a cycle of observation (look, listen and note), assessment and planning. After observing pupils, they then analyse observations and describe what they may tell us about the child (assessment). This then informs planning to provide experiences and opportunities which consider ways to support the child to strengthen and deepen their current learning and development. Coverage within the curriculum is kept flexible in order to plan for pupils' possible lines of development, including motivating and interesting experiences which are individualised and tailored.

All planned activities will provide opportunities which are underpinned by the prime areas of learning; Personal Social and Emotional Development, Communication and Language and Physical Development and throughout the day, pupils will also have access to experiences and activities planned for specific areas; Literacy, Mathematics, Expressive Arts and Design and Understanding the World.

The following 'tables of intent' offer teachers guidance on how the subject allocation is envisaged in terms of delivery in KSI - 4 (see also Appendix 3 Core Group Rationale):

Curriculum Coverage - Table of Intent
Key Stage I (Cliffe Road)

Subject	Weekly Time Allocation	Intent
English & Drama	5 hours	Literacy core group sessions + discrete drama session per week Maths focus in class inc. e.g. PSHE&C drinks sessions 2/3 discrete sessions per week (2x45m science/ 30m Env. Ed)
Mathematics	3 hours	
Science and Environmental Education	1 hour 15 mins	
PSHE&C		
Lunchtime(Inc. Eating Programmes)	3 hours 45 mins	45 mins discrete, daily
Personal Development (Inc. Circle Time)	1 hour 15mins	5 sessions per week
Changing skills	2 hours 25mins	Swimming/PE and pre-lunch 1,2 or 3 sessions
PSHE&C/Sex/Drugs/Careers Education	45 mins	
RE	30 mins	½ discrete sessions
Geography	30 mins	} discrete sessions or } blocked ½ termly units
History	30 mins	
Art	1 hour	1,2, or 3 discrete sessions
Music	1 hour	2 – 5 discrete sessions
Design & Technology	1 hour	1 – 3 sessions
Computing	30 mins	1 or 2 sessions
PE	2 hours	1 core group session 1 class group session 1 class swimming session
Languages	Taster	Class group sessions

Key Stage 2 (Cliffe Road)

Subject	Weekly Time Allocation	Intent
English & Drama	5 hours	Literacy core group sessions + discrete drama session per week Maths focus in class inc. e.g. PSHE&C drinks sessions 2/3 discrete sessions per week (2x45m science/ 30m Env. Ed)
Mathematics	3 hours	
Science and Environmental Education	1 hour 15 mins	
PSHE&C	3 hours 45 mins	45 mins discrete, daily
Lunchtime (Inc. Eating Programmes)	1 hour 15mins	5 sessions per week
Personal Development (Inc. Circle Time)	2 hours 25mins	Swimming/PE and pre-lunch 1,2 or 3 sessions
Changing skills	45 mins	
PSHE&C/Sex/Drugs/Careers Education		
RE	30 mins	½ discrete sessions
Geography	30 mins	} discrete sessions or }blocked ½ termly units ½ hour in total 1,2, or 3 discrete sessions 2 – 5 discrete sessions 1 – 3 sessions 1 or 2 sessions 1 core group session 1 class group session 1 class swimming session
History	30 mins	
Languages	30 minutes	
Art	1 hour	
Music	1 hour	
Design & Technology	1 hour	
Computing	30 mins	
PE	2 hours	

Curriculum Coverage - Table of Intent Key Stage 3 (Rede Court Road)

Subject	Weekly Time Allocation	Intent
English & Drama	4 x 45 minutes 1 x 45 minutes 5 x 15 minutes	Literacy Drama Speech and Language
Mathematics	3 x 45 minutes 1 x 45 minutes	Numeracy Core Groups Life Skills Maths
Science and Environmental Education	1 x 45 minutes 1 x 45 minutes	Science Environmental Education
PSHE&C	2 x 30 minutes	Sex Education alternating with Drugs and careers termly Lunchtime (Eating skills) Personal Development (Inc. Behaviour and Circle time)
	5 x 45 minutes 5 x 15 mins 5 x 10 mins	<i>community links, inclusion and</i>

<i>Citizenship also to be delivered</i>	5 x 15 mins <i>through personal develop-</i>	<i>integration.</i>
RE	1 x 30 minutes	
Music	1 x 45 minutes	NC Music
	1 x 15 minutes	Music for leisure/pleasure
Geography	}1 x 1 hour alternating 1/2} termly	
History	1 x 30 minutes	
Languages	}1 x 1 hour alternating 1/2} termly	
Design & Technology	1 x 1 hour	1/2 term Technology/ 1/2 term
Food Technology		cooking own lunch
Computing	1 x 1 hour	ICT for SLD pupils
		Sensory/Switches/ICT for PMLD
Art	1 x 45 minutes	pupils
	1 x 30 minutes	SLD art
PE	1 x 45 minutes	PMLD sensory art
		In hall
		Outside/Leisure
		PMLD / SLD Swimming

Curriculum Coverage -Table of Intent
Key Stage 4 (Rede Court Road)

Subject	Weekly Time Allocation	Intent
English & Drama	4 x 45 minutes 1 x 45 minutes 5 x 15 minutes	Literacy Drama Speech and Language
Mathematics	3 x 45 minutes 1 x 45 minutes	Numeracy Life Skills Maths
Science and Environmental Education	1 x 45 minutes 1 x 45 minutes	Science Environmental Education
PSHE&C	1 x 30 minutes	Sex Education alternating Drugs and Careers termly.
	5 x 45 minutes	Lunchtime (Eating skills).
	1 x 60 minutes	ASDAN Towards Independence
	5 x 15 mins	Personal Development (Inc.
	5 x 10 mins	Behaviour and Circle time)
	5 x 15 mins	<i>community links, inclusion and integration.</i>
<i>Citizenship to be delivered</i>	<i>through personal develop-</i>	
RE	1 x 30 minutes	
Music	1 x 45 minutes	NC Music
	1 x 15 minutes	Music for leisure/pleasure
Geography	}1 x 1 hour alternating 1/2} termly	
History	1 x 30 minutes	
Languages	}1 x 1 hour alternating 1/2} termly	
Design & Technology	1 x 1 hour	1/2 term Technology/ 1/2 term
Food Technology		cooking own lunch
Computing	1 x 1 hour	ICT for SLD pupils
		Sensory/Switches/ICT for PMLD
		pupils
Art	1 x 45 minutes	SLD art

PE	1 x 30 minutes 1 x 45 minutes	PMLD sensory art In hall Outside/Leisure PMLD / SLD Swimming
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The Curriculum in the Further Education department includes Work Experience, College links and the Youth Award scheme as part of the entitlement for 16 - 19-year olds. The curriculum in the FE is externally accredited through ASDAN Towards Independence modules and the ASDAN Youth Award scheme.

The programme of study for each Key Stage is taught to the majority of pupils in the key stage in ways appropriate to their abilities. Material is necessarily selected from earlier Key Stages to enable pupils to progress and demonstrate achievement and each subject policy details this.

Work-related learning (WRL); Gatsby Benchmark

(Also see the Careers Education and Guidance policy).

Abbey Court's Schemes of Work, have been devised in line with the requirement for work-related learning to be incorporated within the curriculum for all pupils at Key Stage 4

WRL is not a subject, in the same way as, say, Science. It takes place across the curriculum, with different subjects and courses providing students with the opportunities and contexts in which to develop work-related skills, knowledge and understanding. There is no necessity, therefore, for discrete curriculum time for work-related learning.

WRL is defined as a planned activity that uses work as a context for learning. It encompasses a broad range of activities that allow students to experience working life. It involves learning about working practices, experiencing the work environment, developing skills for working life and learning through activities and challenges set in work-related contexts. At Abbey Court, these contexts include skills for life incorporated through much of the PSHE&C curriculum.

The ASDAN Transition Challenge is used at KS4 to externally accredit the curriculum.

The aim of the new WRL element of the Key Stage 4 Abbey Court Curriculum is the same as the aim of the national WRL requirements which is to enable all young people to:

Fulfil their academic and vocational potential (e.g. *Every pupil will have SMART individual PSHE&C targets in order to move them onto the next step and prepare them for the world beyond school*)

Apply their learning in a work context (e.g. *a Pupil learning to find their way around the school could be delivering the school post for the office*)

Acquire the skills, attitudes and behaviours required in the workplace, including those necessary for health and safety (e.g. *a pupil will have learnt to follow directions/instructions from others before being placed in a charity shop for work experience*)

Be enterprising and to support enterprise in others (e.g. *every pupil has an individual target in problem-solving and working with others, so that they can respond effectively to situations and be aware of/considerate to, others*)

Develop other skills, knowledge, understanding and motivation for a well-rounded and balanced adult life, contributing to the country's economic well-being and becoming a responsible citizen in the world beyond work (e.g. *a pupil will learn how to access a local leisure centre and try different sports whilst behaving appropriately in order to provide skills and interests for life*)

Integration/Inclusion.

Abbey Court School is committed to appropriate integration opportunities for all pupils in all forms. Of particular concern are opportunities for placement of pupils with severe learning

difficulties (SLD) into mainstream and MLD schools (Full or part-time) and the placement of pupils with profound and multiple learning difficulties into classes with all other pupils with SLDs.

At Abbey Court pupils are placed in class groups by virtue of their age. As a consequence, all PMLD pupils are fully included within the school. This policy ensures for them full access to a wide range of educational experiences and offers effective curricular opportunities and experiences. Their communication, in particular, benefits because interaction with more able communicators can significantly contribute to developing skills.

Pupils with severe learning difficulties are regularly monitored as to the level and type of integration that would benefit them and this is a focus each year during the Annual Review of their Statement of SEN. All efforts are then made to find appropriate placements in local primary, secondary and MLD schools.

Abbey Court Further Education benefits from a high level of community and social integration through College links, Educational visits and work experience activities that are planned on a weekly basis (Also see the Inclusion policy).

What are we trying to achieve?

The curriculum aims to enable all young people to become

Curriculum aims

Successful learners

high but realistic expectations
development of independence
pupils feel safe, secure and comfortable enabling them to focus on learning
a vision for each and every pupil

Confident and responsible individuals

to develop into good citizens who participate actively in their community
to learn in different ways through a rich, varied and individualised curriculum
able to express opinions, choices and preferences

Opportunities for SMSC

Being healthy

High quality resources

Involvement in pupil focus groups

How do we organise learning?

The curriculum as an entire planned learning experience underpinned by a broad set of common values and purposes

	Communication and language	Physical development	Personal, social and emotional development	Literacy	Mathematics	Understanding the world	Expressive arts and design			
EYFS										
KS1	A & D Co DT English & Drama		Gg Hi Mathematics	Music PSHE		PE	RE Sc & EE			
KS2	A & D Co D&T English & Drama		Gg Hi La Mathematics	Music PSHE		PE	RE Sc & EE			
KS3	A & D Co D & T English & Drama		Cg Hi La Mathematics	Music PSHCE		PE	RE Sc & EE			
KS4	A & D Co D & T English & Drama		Cg Hi La Mathematics	Music PSHCE & Careers		PE	RE Sc & EE			
FE	Current affairs World religions and cultures Personal & social development, SRE History	Health, personal independence skills Key functional skills - communication	Home & household management Key functional skills - literacy	Swimming, sport, leisure & recreation Key functional skills - numeracy	Sensory cooking Key functional skills - computing	Independent living skills Community learning & travel training	Creativity, art, music and drama Enterprise education	Vocational studies Sensory development	Work experience Duke of Edinburgh award	Horticulture and outdoor learning Scout troop

How well are we achieving our aims?

Understand the effectiveness of teaching and learning and plan how to improve

Evaluating impact

Looks at the whole child
Ensures assessment is on-going
IEPs reviewed
Individual input reviewed
Behaviour and attendance

Scrutiny of work
Pupil progress meeting to look at evidence of progress and achievement
Progress tracker
Evidence of pupil achievement collated and in pupil portfolios

Creates a continuous cycle of improvement
Links to overall school development plan
Links to curriculum subject area development plans

Lesson observations
Subject monitoring
Department monitoring
IEP targets reviewed
Progress meetings
Annual review reports

A climate of communication, consultation and shared decision-making
Feedback to pupils is incisive, focusing on what pupils can do to improve their knowledge, understanding and skills

Abbey Court School – Accreditation Offer

Key Stage	Accreditation Overview	Additional Offer
EYFS		
Key Stage 1	<ul style="list-style-type: none"> - Ducklings - Halliwick - Winstrada Gymnastics (and Rebound Therapy, where appropriate) 	<ul style="list-style-type: none"> - Horseriding - Tonto - Rebound Therapy - Hydrotherapy - Stay to Tea/Camp Day - Inclusion Projects
Key Stage 2	<ul style="list-style-type: none"> - AQA Unit Awards – Computing and Maths (other AQA Awards at Subject Leaders'/class teachers' discretion) - Ducklings - Puffin - Rainbow - Halliwick - Winstrada Gymnastics (and Rebound Therapy, where appropriate) - Junior Award Scheme for Schools (this is currently being planned) 	<ul style="list-style-type: none"> - Horseriding - Tonto - Rebound Therapy - Hydrotherapy - Off-site swim - Residentials - Inclusion Projects
Key Stage 3	<ul style="list-style-type: none"> - Asdan New Horizons - AQA Unit Awards – PSHE&C (other AQA Awards at Subject Leaders'/class teachers' discretion) - Ducklings - Puffin - Rainbow - Halliwick - Water Skills - Winstrada Gymnastics (and Rebound Therapy, where appropriate) 	<ul style="list-style-type: none"> - Trampolining - Horseriding - Tonto - Rebound Therapy - Hydrotherapy - Off-site swim - Residentials - Forest Schools - Sports Partnership activities - Skiing - On-site work experience
Key Stage 4	<ul style="list-style-type: none"> - Asdan Transition Challenge - AQA Unit Awards – PSHE&C (other AQA Awards at Subject Leaders'/class teachers' discretion) - Duke of Edinburgh Bronze Award - Ducklings - Puffin - Rainbow - Halliwick - Water Skills - Winstrada Gymnastics (and Rebound Therapy, where appropriate) 	<ul style="list-style-type: none"> - Scout Group - Trampolining - Horseriding - Tonto - Rebound Therapy - Hydrotherapy - Off-site swim - Residentials - Forest Schools - Sports Partnership activities

		<ul style="list-style-type: none"> - On-site work experience
Key Stage 5 (FE)	<ul style="list-style-type: none"> - Asdan Towards Independence (Sensory, Introduction, Progression) - Asdan Bronze/Silver Awards - AQA Unit Awards – Pre-Entry and Entry Level Units - Duke of Edinburgh Bronze/Silver/Gold Awards - Puffin - Rainbow - Halliwick - Water Skills <p>Extension activities:</p> <ul style="list-style-type: none"> - Functional Skills (this is currently being planned) - GCSEs - Piano Grade exams etc. 	<ul style="list-style-type: none"> - Tonto - Rebound Therapy - Hydrotherapy - Off-site swim - Scout Group - College Vocational Taster Sessions - Broomhill Park - On and off-site work experience - Fishing - Cinema/Bowling/Theatre trips - Travel Training - Sports partnership activities - D of E residentials

Appendix 4: Subject Leadership

1. Core purpose of the subject leader

To provide professional leadership and management for a subject to secure:

- *high quality teaching,*
- *effective use of resources*
- *improved standards of learning and achievement for all pupils.*

2. Key outcomes of subject leadership

Effective subject leadership results in:

a. pupils who

- *show sustained improvement in their subject knowledge, understanding and skills in relation to prior attainment;*
- *understand the key ideas in the subject at a level appropriate to their age and stage of development;*
- *show improvement in their literacy, numeracy and information technology skills;*
- *know the purpose and sequence of activities;*
- *are well prepared for any tests and examinations in the subject;*
- *are enthusiastic about the subject and highly motivated to continue with their studies;*
- *through their attitudes and behaviour, contribute to the maintenance of a purposeful working environment;*

b. teachers who

- *work well together as a team;*
- *support the aims of the subject and understand how they relate to the school's aims;*
- *are involved in the formation of policies and plans and apply them consistently in the classroom;*
- *are dedicated to improving standards of teaching and learning;*
- *have an enthusiasm for the subject which reinforces the motivation of pupils;*
- *have high expectations for pupils and set realistic but challenging targets based on a good knowledge*

of

- *their pupils and the progression of concepts in the subject;*
- *make good use of guidance, training and support to enhance their knowledge and understanding*
- *of the subject and to develop expertise in their teaching;*
- *take account of relevant research and inspection findings;*
- *make effective use of subject-specific resources;*
- *select appropriate teaching and learning approaches to meet subject-specific learning objectives and the needs of pupils;*

c. parents who

- *are well informed about their child's achievements in the subject and about targets for further improvement;*
- *know the expectations made of their child in learning the subject;*
- *know how they can support or assist their child's learning in the subject;*

d. Headteachers and other senior managers who

- *understand the needs of the subject;*
- *use information about achievements and development priorities in the subject in order to make well informed decisions and to achieve greater improvements in the whole school's development and*
- *its aims;*

e. other adults in the school and community, including technical and administrative staff, classroom assistants, external agencies and representatives of business and industry, who

- *are informed of subject achievements and priorities;*
- *are able, where appropriate, to play an effective role in supporting the teaching and learning of the subject.*

Monitoring and Evaluation

In order to ensure that the development and monitoring of the curriculum at Abbey Court School is effective, the SMT has responsibility for overall Curriculum Co-ordination with each subject the responsibility of a Leader. Please refer to the Abbey Court School Monitoring policy for more detail.

The Role of the Subject Leader

Vision and Leadership.

This aspect of the role involves advising the SMT and Governors on policy and approaches. This will include the development of the curricular area and production of the curriculum document. Once this has been produced it will require ongoing monitoring and evaluation that will inevitably necessitate update. Each coordinator has responsibility to monitor cross curricular issues which include Multi-sensory approaches; Social, Moral, Spiritual and Cultural learning (SMSC) and Computing.

Curriculum Management.

At this level the role is to have oversight of the implementation of the subject across the school. This may involve requesting feedback from staff via questionnaires, during staff meetings, through the audit of resources etc. It will be necessary to ascertain whether adequate attention is being paid to the subject, whether the programmes of study and curriculum content are being delivered. It will be necessary to give support to teaching staff to prepare schemes of work and manage resources.

Staff Development.

As subject Leader, you have a responsibility for acquiring specialist knowledge (recognising constraints that may exist due to the priorities in a school development plan) and keeping up to date with new initiatives - liaising with the SMT and identifying staff development needs. This will necessitate feedback to the staff group and offering support to staff, if necessary obtaining information required by staff regarding curriculum delivery.

Partnership.

Where possible liaison with parents, carers, colleges, employers and other bodies of relevance to the subject, should be considered. Working closely with all staff is essential, also other subject leaders where there are important cross-curricular considerations. It will be important to liaise with the Curriculum Co-ordinator and Key Stage co-ordinators who have a role in supporting the staff and pupils in their department.

Monitoring and Evaluation.

Regular and ongoing work should be taking place in each of the above areas, that feeds into ongoing monitoring and development.

In addition, the policy should be evaluated and up-dated annually in light of

1. Changes in the National Curriculum
2. OFSTED requirements
3. Monitoring of its effectiveness in light of its implementation
4. Changes in Abbey Court School's organisation.
5. Changes to Abbey Court School's PARR policy

Monitoring and Evaluation.

This role is one aspect of quality assurance (see also 'Evaluating Success' in the SEN policy) that Abbey Court undertakes. In order to assist Subject Leaders in monitoring their role guidelines have been produced in the form of a set of questions designed to ensure that every aspect is investigated and evidenced (please see the monitoring and evaluation policy):

The issues addressed in this guidance are intended to support you in the monitoring of your subject across the school. Each subject leader is provided with two days non-contact time per term to facilitate monitoring opportunities. Keep the evidence of the work you have done in your subject leader's file.

(Remember to refer to your agreed action plan.)

STAFF DEVELOPMENT:

What training have you attended on your Subject?

What staff training have you been involved with in the subject?

Have you recently evaluated staff training needs? (Questionnaire?)

Are there any aspects of the PoS or AT's that teachers are having difficulty with?

MONITORING:

Are you auditing Resources and curriculum? (Value for money systems in place?)

Are you monitoring termly plans; pupils work and teacher performance?

Are you evaluating policy in practice (Does the policy reflect practice in school?)

Has your subject been externally evaluated? Who, when and what did they say? Have actions from this been completed?

CURRICULUM/TEACHING AND LEARNING:

Do the lessons address the scheme of work for your subject? Have all National Curriculum implications been addressed for your subject?

(Observation/lesson plan/pupil outcomes)

Differentiation: Are the individual objectives clear? (What will each pupil get from the lesson?) Are all pupils challenged?

Is the subject being delivered age appropriately? Can you demonstrate progression in your subject?

Are there adequate resources for your subject? Do you have a resource list and wish list?

Is ICT a planned part of the scheme?

Is SMSC education a planned part of the scheme?

Is literacy a planned part of your scheme?

Is your subject on display in classrooms and around the school?

These are things that should be addressed over time (not all at once) in order to complete a full picture of your subject at Abbey Court school.

The following form is used to update the SMT on a termly basis on the progress of the Subject Leader's action plan. If this includes support/observation in class the second form is also completed:

Subject Leader Monitoring _____

..... **Term**

Name

Monitoring Activity (what did you look for?) (NB This term's action plan monitoring targets)
(What evidence you found)
Monitoring Outcomes (what needs to be done to improve things further)

Subject Leader: Class Teacher Support Form

Teacher:	Class:
Focus of Support	
Date and time of support:	Feedback:
Features of the lesson I will be looking for	
Three things I liked about your lesson were:	
1.	
2.	
3.	
An idea I had which might be useful is :	
I would like to discuss the following further with you:	
Observed by :	Date:

Evaluation.

The Abbey Court curriculum is continually updated and revised in light of new initiatives and legislation. Subject Leaders are sent on training opportunities in order to update their knowledge and feedback to the school. Any new initiatives are always piloted and reviewed by the member of staff and the Senior Management Team before being implemented.

Action Plans.

The curriculum at Abbey Court School is developed and monitored through the process of action planning. This process enables each subject leader to address their subject in the areas of policy, resources, curriculum, staff development and evaluation/review. In doing so each area is considered in terms of its present position, its planned position, the tasks identified to reach the planned position and any resource or budgetary considerations. These are given deadlines.

This process enables staff to follow a plan of action for their subject and facilitates the monitoring of this by them and the SMT (Each subject leader presents progress with their action plan once a term to review and update it) the following format is an example:

ABBEY COURT SCHOOL
Curriculum Action Plan Pro-forma
(to be completed annually)

Priorities	Actions Required	Resources Needed (including costs)	Deadlines	Impact on Teaching and Learning	Description of progress made

Areas to consider:

- Curriculum issues pertinent to your subject

- Policy
- PARR
- Pupil Progress
- Inclusion
- Staff Development
- Personal Development
- Monitoring and Evaluation of: - pupils work / teachers planning / teaching / involvement of Governors

Date

Appendix 5: Core Group Rationale

(At Key stages 1 and 2 targeted group interventions are delivered with a focus on developing literacy, engagement and physical development. Pupils receiving these interventions are identified through pupil progress meetings and reviewed termly to monitor impact. Group interventions are led by the school therapy team and the phonics reading assistants and good practice is shared with class teachers)

Key Stages 3 & 4

Organisation of Communication & Literacy, Mathematics and Physical Education

Communication and Literacy – Core groups

Core Groups are organised for the Core subject of Communication/ Literacy at both Key Stage 3 and 4 by the Department Co-ordinators / English Subject Leaders together with the Class Teachers at the beginning of each academic year. These groups are organised according to the ability of the pupils concerned. There are usually three groups – Higher Achievers/SLD, PECS and PMLD. The P Level data of individual pupils is used as one criterion for their placement within a particular Core Group. Appropriate staffing, locations and resources are allocated to each group. Any changes with regard to the placement of individual pupils throughout the year are discussed at a Department Meeting and the Subject Leader concerned. Communication/Literacy Core Groups take place four times per week and sessions last one hour.

Core Groups offer pupils the opportunity to: -

- practise and develop language and literacy skills with others of similar ability.
- allocate appropriate resources to aid the development of pupils' communication and literacy skills.
- intensively teach language and communication skills and concentrate on IEP targets in a small group situation
- set specific language and communication targets which can be generalised to the classroom
- promote social skills by providing the opportunity to interact with every other member of the group
- undertake intensive pupil/adult interaction
- closely monitor each pupil's language and communication level through ongoing assessment

Maths – Core Groups

Core Groups are organised for the Core subject of Maths at both Key Stage 3 and 4 by the Department Co-ordinators/ Maths Subject Leader together with the class teachers at the beginning of each academic year. These groups are organised according to the ability of the pupils concerned. The P Level data of individual pupils is used as one criterion for their placement within a particular Core Group. Appropriate staffing, locations and resources are allocated to each group. Any changes with regard to the placement of individual pupils throughout the year are discussed at a Department meeting and the Subject Leader. Maths Core Groups take place four times per week and sessions last for one hour.

Core Groups offer pupils the opportunity to: -

- practise and develop their numeracy skills with pupils of similar levels of ability
- allocate appropriate resources to aid the development of pupils' maths skills
- undertake intensive teaching of maths in a small group and focus on IEP targets

- monitor pupil progress through ongoing assessment

PE – Core groups and discrete class session

There is one weekly session of PE that is taught in Core Groups to pupils at a similar level of development. In addition to this, there is one weekly class lesson. The Department Coordinators / PE Subject Leader and class teachers agree these at both Key Stages 3 and 4.

It is felt that Core Group PE sessions give pupils the opportunity to undertake physical activity appropriate to their ability. Some of our pupils are able to make use of all available resources in school and the local community including Sports and Leisure Centres. For other pupils Core Groups allow their individual needs to be met through PE by using the session to incorporate their MOVE programmes during PE activities. Some pupils undertake Sherborne Movement during their Core Group session giving them space and freedom with appropriate support from adults.

The weekly class lesson of PE offers an inclusive session during which pupils can engage in social interaction with their class group and participate in whole group activities.

Appendix 6: Classroom Organisation and Management

Management is very much a part of the role of the class teacher. The following six headings can be said to reflect the role of management and under each heading are the types of activity that the class teacher would expect to perform as part of their role:

PLANNING:

Curriculum; lessons; timetable; individual education plans (IEPs); shared resources; time; staff (TAs, Volunteers and students); recording and assessment; Termly planning; liaising with outside agencies; integration; transition; induction; differentiation.

ORGANISING:

Implementation of planning; pupil; staff; time; groupings; movement from place to place; resources; crisis management; flexibility; venue; events; visits.

MOTIVATING:

Pupils; staff; ourselves; sharing ideas; purpose; targets; parents; other professionals; displays; resources; use of I.T.; mutual support.

DIRECTING:

Who, what, where, when, why, how; outside agencies <-> teachers (two-way); timekeeping.

CO-ORDINATING:

The extended classroom; orchestrating all; resources; rotas; and outside agencies.

EVALUATING:

All of the above.

How we use Teaching Assistants to support Teaching and Learning at Abbey Court School

Unlike the mainstream classroom, teachers at Abbey Court School will always work with a team of teaching assistants (TAs) in their class. The class teacher has the ultimate responsibility for all that takes place in their classroom but assistants are very much part of a partnership. If an examination of the classroom organisation reveals that the teacher always teaches to the High Achiever group while TAs work with the rest of the class, it will be very hard for this partnership to flourish. The rotation of roles enables everyone in the classroom to understand the pupils and their routines and be a part of the whole picture. It is also equitable and prevents a member of staff from feeling that they are being victimised. The Teacher needs to consider how the TAs in their class will work most effectively. Particular times when this can be most challenging are not when TAs are supporting pupils 1:1 or leading small group work, but rather during introductions to lessons and circle time activities (i.e. when the activity is teacher-led). At these times particular attention needs to be paid to the most effective way in which the TAs can support.

At Abbey Court School, it is the responsibility of the class teacher to organise the work of the other staff in their class. This is essentially a leadership role. Although there can be no simple description of a good leader (personal traits have a significant role to play) the following list of skills and tips indicates the extent to which effective leadership might stretch:

- To assist staff on an ongoing basis without necessarily continually observing them.
- To be the decision maker when necessary. This includes managing the day so that it runs effectively and on time. '90%' of the time the TAs should be actively involved in the teaching and learning and during the remaining '10%' they should be actively engaged. You need to plan what work your TAs will be doing both when they are needed to offer direct support and when they could be doing recording, filing and other classroom preparation.
- To create an environment that is productive by developing effective roles and good communication. (If, having been directed prior to the lesson what is required of them, they 'forget' their role you may need to redirect them during the lesson; "Remember Jill, I need you to support George with his reading", for example).
- To be the main resource so that staff will call upon you when help is required.
- To create and communicate a sense of vision so that the class team can function effectively in the knowledge of why it is doing what it is doing.

- To be a negotiator.
- To be able to manage conflict when needed.
- To actively develop a team so that it can be self-supporting, collaborative and participative.
- To dispel uncertainty and ambiguity forthwith.
- To think creatively so that problems may be solved.
- To motivate
- To lead, but also to join in and be willing to be influenced.
- To be accountable for the actions of others when you have failed to effectively support them.
- To allow flexibility (and this will extend to supporting the wider team in the department or across the school – helping another class in need will be reciprocated when you need it).

(Amended from Morgan G. 1989 *Human Resource Management in Education*, Milton Keynes, Oxford University Press)

The Classroom Environment

Its importance is often overlooked, but the organisation of the classroom environment plays a central role in teaching and learning within schools for children with learning difficulties.

Planning the organisation of the environment in which learning will take place is at the centre of classroom organisation and management. A well-planned classroom at Abbey Court School will:

***Promote learning** - Pupils are provoked into investigation and exploration and are interested in what they see.

***Save the teacher time and effort** -resources stored well and made accessible.

***Enable pupils to choose and use resources** - resources stored in clearly labelled (using symbols) and accessible containers.

***Encourage and develop exploration and Investigation** - appropriate equipment at the pupil's height.

***Provide the teacher with practical teaching opportunities** - pupils can take responsibility, make choices, be independent, enhancing their confidence and self-esteem.

***Set the learning context** - pupils can be stimulated and re-motivated by moving into a different teaching area.

***Display** should be regarded as a teaching technique – pupils learn from everything around them. They learn through

- looking
- touching
- handling
- smelling
- tasting
- hearing.

At Abbey Court School Information and communication technology (ICT) capability is characterised by an ability to use effectively ICT tools and information sources to analyse, process and present information, and to model, measure and control external events. This involves:

- using information sources and ICT tools to solve problems;

- using ICT tools and information sources, such as computer systems and software packages, to support learning in a variety of contexts;
- understanding the implications of ICT for working life and society.¹

At Abbey Court School we believe ICT gives our pupils opportunities for communication and access to equipment to enhance learning. The ICT policy ensures that all pupils receive their entitlement to ICT.

All curriculum schemes of work include the use of ICT.

Each subject leader has responsibility for ensuring the relevant use of ICT and other resources, to their subject and the delivery of ICT through their subject. Resources are identified in each subject policy and each subject has a resource base. The subject leader should be approached for any resourcing shortfall.

At Abbey Court School we aim to provide pupils with a variety of experiences and help them to focus on these and develop their curiosity or imagination. Through the creative use of displays, pupils may be able to extend their range of experiences and language. We endeavour to maintain high standards with our displays. The appendices in Abbey Court School's Art and Design policy describe how this is done

Pupils learn best when they are interested and involved. In school we need, where possible and practical, to provide a wide range of things which will interest the pupils and act as a starting point to develop learning.

It is generally recognised that the best way to learn is through being actively engaged. At Abbey Court School we facilitate active learning by ensuring:

*That a range of ICT equipment is always available and that the pupils are encouraged to use it as a tool.

*That the pupils are taught how to care for tools (including ICT) and equipment.

*That equipment and furniture are arranged to facilitate the variety of teaching and learning strategies.

*That there is space for movement between furniture (it is recognised that the ability to control this is currently restricted by the inappropriate classroom sizes at Abbey Court).

*That the organisation of the environment is flexible and regularly revised on a medium term.

*That there is adequate storage of resources

*That pupils are encouraged to participate in decision-making regarding their environment.

*That means of storing and displaying pupil's work are considered in each class.

Where some of these may create a challenge, (e.g. for the pupil with behavioural difficulties who needs access to limited resources in order to remain focussed or to a pupil with profound learning difficulties who needs to focus their attention and not be distracted by 'clutter'), Abbey Court school has developed the 'extended classroom' which incorporates different areas of the school (and where possible other schools):

Abbey Court has good specialist facilities, a wide range of specialist equipment and excellent

curriculum resources (see the SEN Policy and the Resources Policy):

Appendix 7: Roles and Responsibilities of Partners and Co-providers

In addition to the school staff the teaching and learning at Abbey Court School is supported by a range of Co-providers that include physiotherapy, speech and language therapy, music therapy, advisory teachers for visual/hearing impairment, school nursing team, educational welfare officer, educational psychologist, careers service, etc. All of whom support the teaching staff in meeting the needs of individual pupils. Regular meetings each term and ongoing consultation takes place with these co-providers. The managers of services also meet together to review practice (see Partnership with Other Professionals Policy). The In-School Review is the process by which their work is coordinated and through which consultation is initiated.

Even more important is the partnership with parents which involves a two-way communication of ideas where strategies can be mutually agreed upon and delivered holistically. We seek parent's views on a range of issues e.g. The school development plan, school policy documents, home-school communication, information provided to parents etc. The home-school contact book system provides a valuable means of daily communication and consultation between home and school (see Partnership with Parents Policy).

With regard to the specific impact on teaching and learning that each group has can be briefly described as:

- **Parents:** Parents offer unique insights into the needs and abilities of their children. Having contributed to and agreed with their child's individual targets they can provide a continuum of opportunity to reinforce and consolidate the pupils learning (See the Partnership with Parents policy)
- **Attendance Advisory Practitioner:** On the rare occasions where the partnership with parents is not as effective as it could be in positively impacting pupils learning, the AAP is able to work with parents to encourage their participation in their child's education.
- **Governors:** The Strategic role of the Governors is vital in offering a critical eye and ultimately ratifying the direction the school takes in order to ensure effective impact on Teaching and Learning (See the Governing Body Working Orders)
- **Therapists:** The specific expertise of the therapists is used by teaching teams to support pupils' physical needs whilst ensuring minimum disruption to the curriculum. Indeed, the approaches used are designed to facilitate access to the curriculum whilst Mobility Opportunities Via Education impact on teaching and learning by motivating and enabling the pupils (See 'MOVE' in the PE Policy)
- **The Community:** The local community has a significant impact on teaching and learning through visitors to the school enhancing the learning experience and through the concrete learning opportunities that pupils gain from regular educational visits.
- **Educational Psychologist:** A significant number of pupils have challenging behaviours. The skills of teaching staff supported by the knowledge and advice of the Ed. Psych enables the effects of their behaviours not only to be minimised on the education of all pupils but indeed to endeavour to modify the behaviours which will positively impact on the specific pupils' learning.
- **School Nursing Team:** A majority of pupils are supported by the nursing team. Their input enables pupils to maximise their school attendance and minimise daily interruption thus increasing the impact of teaching and learning.
- **Visiting Teachers for Sensory Impairments:** The specific expertise of the visiting teachers is used by teaching teams to support pupil's sensory needs in order to impact on

teaching and learning by facilitating and enabling the pupils (See Partnership with other Professionals Policy) and supporting class teachers with setting IEP targets for pupils

- **PE Specialist:** The specific expertise of the PE teacher is used develop the skills of class teachers and also to support individual pupils through direct teaching in order to impact on learning by facilitating and enabling the pupils and supporting class teachers with setting IEP targets for pupils.