

# The Curriculum

at The Bridge Integrated Learning Space



**This document should be read in conjunction with the curriculum overview document**

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## **1. Introduction**

The Integrated Learning Space (ILS) was opened in January 2015. It is a Free School in Islington, coming under the umbrella of the Bridge Special School. The inspiration for the ILS came from the acknowledgement that a small group of young people at the Bridge needed an enhanced level of support, over and above what was already being provided.

## **2. The Principles of the ILS Curriculum**

The overarching focus of the ILS is to provide a curriculum driven by the individual learner's needs. This means every learner has their own curriculum, built specifically for them based on their skills and desired outcomes. The ILS curriculum provides an eclectic approach as it derives from the student. It combines best practices and techniques to educational intervention that enables a highly specific focus on individual needs.

The ILS curriculum utilises a model based within a family of methodologies that included Dynamic Assessment (DA) and Response to Intervention (RTI) as well as intensive interaction. The key feature of these methodologies is that they blend assessment and educational provision in one holistic activity (Deutsch & Reynolds, 2000; Grigorenko, 2009; VanDerHeyden, Witt & Gilbertson, 2007) and seek to promote change, both conceptually (within a student) and applicationally (a change of established practices of providing meaningful education for pupils with highly complex needs) (Grogorenkpo, 2009). To ensure this happens the ILS provides a truly integrated service that brings together specialist skills and knowledge to deliver the curriculum in natural contexts both in and outside the school.

The curriculum is broad as it covers all aspects of the learner's development and it is balanced as weighs up, specifically for them, the input that is needed. Above all, it is meaningful to each child and their family.

### **3. Integrated Work**

Integrated working puts the child, and their family, at the centre of decision making – meeting needs and improving lives. It's core principles involve:

- Combining expertise, knowledge and skills in a transactional model of support
- Identifying needs, risk and impact earlier – proactively.
- Delivering transparent and coordinated packages of support
- Collaboration on all levels across all services
- Involving common tools and processes and requires
- Strong management and leadership across all agencies
- Secures 'better outcomes' by ensuring appropriate challenge to all stakeholders

### **4. Curriculum Aims**

The ILS curriculum aims to promote:

- Student centred model
- Positive behaviour
- Negotiated outcomes
- Spontaneous communication skills
- Greater focus on independence and functional skills
- More successful self and mutual regulation skills
- More successful transitions and access to the local and wider community
- Maximised potential for learning and engagement

### **5. Accessing the Curriculum**

At the ILS all students have a diagnosis of Autism and Learning Disability. As part of this diagnosis they have significant sensory processing difficulties and consequently frequent behaviour of concern. Professionals at the ILS work through a bespoke package of support that addresses primarily the student's communication, sensory processing and behaviour difficulties enabling each one to make fantastic progress within their own capacity. Staff uses a problem solving methodology to provide consistency in a model in which a variety of SEN researched educational interventions are used. (See research at the bridge document for principles).

Interventions used at the ILS seek to support the student's sensory, psychological and behaviour presentation. Focus is also on hyperactivity, and emotional difficulties and the causal relationship between sensory difficulties, communication difficulties and anxiety, among others. We believe that many of the challenges that our young people face are primarily caused by their anxiety and therefore we are at an early stage of exploring anxiety mapping.

SEN researched educational interventions used at the ILS could include:

- PECS – Picture Exchange Communication
- Makaton
- Alternative and Assistive Communication (AAC) Low and High Tech.
- Colourful Semantics – a structured language building approach
- Intensive Interaction
- Sensory diets and Sensory integration programs
- Sensory stories and Multi-sensory approaches
- TEACCH and other structured teaching models
- Use of range of visual supports including: timetables, schedules, key rings
- Objects of reference
- Attention Autism
- Inclusive technology (use of switch based technology)
- Fun with Food
- Exploratory, Messy and Heuristic Play
- Handwriting without tears
- Call and Response and musical interaction
- Halliwick swimming
- Sherbourne movement
- Proprioceptive massage
- TAC PAC
- SCERTS

## **6. The Strands**

Students are provided with opportunities for learning across the Strands in all lessons that are delivered at the ILS. It is learning that takes place all day in every type of situation /location and activity. The Strands are used to guide thinking ensuring that a holistic view of learning is addressed.

**The Strands headings are:**

- Social and Emotional
- Communication & Interaction
- Physical & Sensory
- Independent Living
- Knowledge & Understanding / Cognition

The Strand objectives evolved in part from the EYFS (Early Years Foundation Stage) and Social Communication, Emotional Regulation and Transactional Support (SCERTS) framework; they clearly overlap and influence one another.

**7. The curriculum Areas**

In conjunction with the Strands there are subjects for each lesson – these can be found within each of the relevant curriculum areas. The subjects fall into six broad categories which the timetabled activities link to.

**The broad subject areas are:**

- Functional skills
- Creative development
- Physical development
- Independent living skills
- Community awareness
- Science and technology

Each pupil has an Individualised Learning Plan that originates from their Education Health Care Plan outcomes (or SEN – where not converted), addressing the Strands and the modular programme and delivered using strategies which are matched to their learning requirements.

## 8. The curriculum Framework

How these subject areas are linked to timetabled activities is illustrated in the table below:

Strands	Subject areas Example activities including skills approaches and routines that naturally fit the broad subject area.	
<p style="text-align: center;"> <b>Social and Emotional</b>  <b>Communication &amp; Interaction</b>  <b>Physical and Sensory</b>  <b>Independent Living skills</b>  <b>Knowledge Understanding and Cognition</b> </p>	<b>Functional Skills</b>	<ul style="list-style-type: none"> <li>• Sensology</li> <li>• Attention Autism</li> <li>• Intensive Interaction</li> <li>• Snack Time</li> <li>• Structured Table Top</li> <li>• Literacy &amp; Numeracy</li> <li>• Making transitions*</li> <li>• Good Morning/Good Afternoon – Greetings</li> <li>• Assembly and whole school celebration</li> <li>• Social skills / structured turn taking games</li> </ul>
	<b>Creative Development</b>	<ul style="list-style-type: none"> <li>• Music</li> <li>• Music Interaction</li> <li>• Floor Play</li> <li>• Dance</li> <li>• Yoga</li> <li>• Call and Response Songs/poems/chants</li> <li>• Art/Mark Making/craft/lego</li> </ul>
	<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Sensory Circuits</li> <li>• TAC PAC</li> <li>• Massage</li> <li>• Water Play</li> <li>• Messy Play</li> <li>• Swimming/Hydrotherapy</li> <li>• Sensory Diet/Sensory Integration Activities</li> </ul>
	<b>Specific Independent Living</b>	<ul style="list-style-type: none"> <li>• Toileting</li> <li>• Personal Hygiene &amp; Tooth Brushing</li> <li>• Dressing/Undressing</li> <li>• Laundry &amp; Jobs (money/laminating/surveys)</li> </ul>
	<b>Community Awareness</b>	<ul style="list-style-type: none"> <li>• Travel Training – walk/bus/train</li> <li>• Shops Cafes Park</li> </ul>
	<b>Science and Technology</b>	<ul style="list-style-type: none"> <li>• ICT – Computers/iPads/iPods</li> <li>• Cooking &amp; Snack Preparation</li> <li>• Gardening &amp; Recycling</li> <li>• Safety in the school/home – Electricity etc.</li> </ul>

The overlap in subject area of timetabled activities is recognised and it is intended to give a shared language and framework to reflect the range of learning that is taking place across the ILS for each student.

## **9. Transdisciplinary work**

At the ILS, professionals provide pupils with a dedicated specialised setting both in terms of physical space they use, and the range of professionals working alongside them in a locally accessible provision.

The ILS is staffed by a multidisciplinary team comprising teachers, lead Special Needs professionals, (LSNP) Special Needs professionals (SNP), Speech and Language Therapists, Occupational Therapists, Psychologist, CAMHS staff, parent support professionals and apprentices supported by premises , HR and admin. The specialist knowledge and experience of staff alongside input from student's families and other associated agencies is used to determine the priorities for each of the Strand areas mentioned above.

Everyone who works with the young people at the ILS, has the knowledge and skills to offer the consistency and continuity of support to optimise student's access to learning and communication. This often involves a high level of support from experienced staff that can readily identify and maintain the learning environment that each young person requires. For example, noticing the subtle stimuli that have a significant impact upon an individual's ability to self-regulate and focus.

All therapies are considered an integral part of pupils' education. The multidisciplinary team works together to provide a holistic approach to encourage independence, opportunities for greater access to the curriculum, and pupils' general wellbeing. Drama and Music sessions are delivered by specialist staff.

As a team we strongly believe that our students should be contributing within their communities. This involves ensuring that staff have the knowledge and skills to support students at all times including when things become difficult; and that we are teaching our students skills in self and mutual regulation effectively in order to access a wide range of community provision in a calm and controlled manner.

## **10. Culture of Teaching and Learning**

All class teachers have a responsibility to:



- Liaise with their Senior Teacher/Assistant head to produce appropriate programmes of work that take into account the wide range of abilities and needs of pupils
- Prepare differentiated lesson plans and materials
- Ensure Special Needs Professionals understand the contents of a programme of work/lesson plan and assist with planning, as appropriate
- Use Special Needs Professionals to assist and supervise when the teacher is engaged in one-to-one teaching or group teaching
- Give Special Needs Professionals clear guidance about the objectives of an activity, how to approach it and what the outcome should be
- Make classroom resources accessible so that pupils can collect their own materials, where appropriate
- Be flexible, changing approach if pupils seem confused or uninterested
- Provide a stimulating/calm environment, as appropriate
- Have high expectations
- Critically evaluate the curriculum on a regular basis
- Apply and promote a reflective culture on a daily basis to ensure that learners are engaged and targets are evaluated on a regular and timely basis.

### **11. Importance of partnership with families**

The involvement of families in the student's education process is a key aim of the ILS. The opinions of parents of pupils at the ILS are sought. Semi structured interviews are carried out with parents regarding their views and expectations about how the ILS support them and their child. Demographic information is also collected for each pupil and their family to create a successful educational intervention program. Parents and carers are equal partners in framing meaningful outcomes for their son/ daughter.

Parents and carers communicate daily with the school through home school books, and attend an end of year review. Parents and carers have regular and frequent opportunities to engage with staff. We believe that by engaging and working in close collaboration with families, carers and friends of our students we can understand our students more, be more aware of their aspirations and hear their voice in decision making.

### **12. Assessment**

To enable students to access the curriculum the ILS has two main areas of focus:

- a. Baseline measures and student background information (regulation, social communication, independence, life skills and learning cognition)
- b. Ongoing assessment of pupil's progress and response to the provision

Several standardised baseline measures are used across the five strands. The baseline measures are used annually to reassess baselines and provide a certain measure of progress.

The ongoing measurement of progress is unique to each individual and determined by the multidisciplinary team. The assessment fits the individual rather than the individual having to fit the assessment. Assessment and goal setting is done collaboratively with MAT/ families and over time and is built into TAC/ CIN/ LAC/ EHCP. These are echoed in EHCP broken down, and reflected in the curriculum delivery. The goals are functional based and focussed on core areas of spontaneous communication, emotional and sensory regulation and independence skills as from the research these are the most important predictors of long term positive outcomes for young people with the profiles that the ILS serves.

#### Pupil's achievement is captured

Qualitatively through termly reports reporting to core Strands of the curriculum and subject areas

Spontaneous communication

Health gains

Significant changes in emotional and sensory regulation

#### Recording

Formative assessment is carried out around the central Strand targets and within each lesson. At the end of the day the class teams meet to discuss and monitor the student's progress throughout the day. Different forms of formative tracking are used to allow teacher to be creative in relation to the young person and how to gather meaningful data.

#### **Assessment of learning, performance monitoring and effective target setting**

PIVATS (Performance Indicators for Valued Assessment & Targeted Learning) are based upon the revised performance criteria published by DfES and QCA (2001) in "Supporting the Target Setting Process - Guidance for Effective Target Setting for Pupils with Special Educational Needs. PIVATS are used to show small steps of progress. They measure Early Developmental Levels progress tracked by 'I Can' statements that break the National Curriculum into smaller steps.

MAPP (**Mapping and Assessing Personal Progress**) is a tool used to assess and record student's progress in relation to personal learning intentions. It provides a way of recognising lateral progression. MAPP targets are devised from appendix A from the student's EHCPs.

GAS (**Goal Attainment Scaling**) is a method of scoring the extent to which individual's goals are achieved in the course of intervention. In GAS, tasks are individually identified to suit the individual, and the levels are independently set around the current and expected levels of performance. (This tool is being explored by the researcher at the Bridge School and will be piloted at the ILS in 2018 in parallel to MAPP.)

### **Assessment of Behaviour**

The ILS is a **Positive behaviour pilot school (BILD)** alike to the Bridge. We recognise that there are many reasons why people present with behaviours of concern. Therefore, identifying the function of their behaviour through functional analysis is key. By understanding the functions of a behaviour the strategies put in place by staff to support the student decrease behaviours of concern and lead to increased learning and development opportunities.

To measure the occurrence of behaviour, at the ILS staff uses a number of tools including:

- IRIS Adapt is an online behaviour tracking system that measures the occurrence of behaviour; IRIS is an online tool for logging and analyzing pupil behavior/incidents; giving information about triggers, antecedents, interventions, calming strategies and follow up requirements. It utilizes an ABC approach to capturing incidents.
- Daily traffic light data recording to capture levels of regulation (low tech system and inputted into a weekly spread sheet.)
- Termly behaviour Aberrant behaviour questionnaire –that gives information that the reflects primary functions of a students behaviour and evidence based interventions that address these. (see behaviour recording data)

Guidance in the use of functional behaviour analysis is provided by the clinical psychologist and positive behaviour coaches (SMT and 2 teachers by Jan 2018).

The use of structured and semi structured observations form a key part of the assessment. These can be done by members of the MDT working directly with the students but also by external observers (psychiatry, psychologist). Structured observation schedules will be developed for each

relevant intervention. Staff also organise ongoing staff meetings to discuss progress and uses multiple observers to validate opinions. Measures of treatment fidelity are also taken as part of ongoing assessment. These measures are essential to measure the efficacy of interventions but also for evaluating the quality of evidence supporting the use of school based interventions. End of term reports of student's progress are completed by class teachers with input from the in therapy team and shared with families.

### **Setting and reviewing targets:**

Within each Strand one target is set for the coming year in the 'Goals and Outcomes' of each student's Education Health Care Plan (EHCP). These targets are then transferred to the (Mapping and Assessing personal progress) MAPP assessment grids and broken down into 3 termly IEP Strand targets. The MAPP assessment grid is then completed with a baseline measure at the beginning of the term and progress is filled in at the end of the term informed by daily formative assessment carried out throughout the term. Formative progress is captured through daily meetings with class team (including Speech and Language and Occupational therapy)

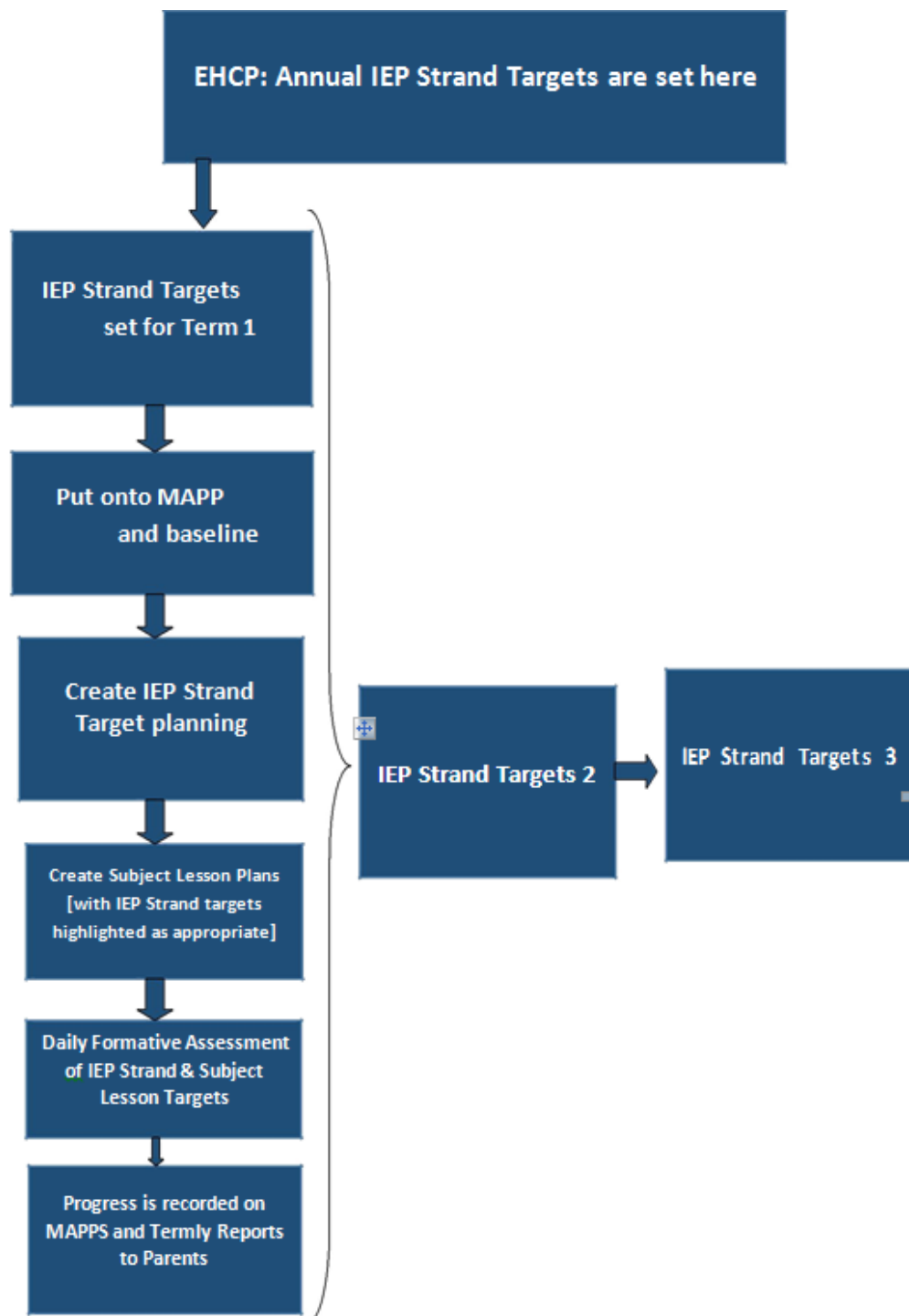
Planning for the IEP targets e.g. what the staff actually do with the students to support their progress, is shown on the IEP planning sheets and on the lesson plans.

IEP targets are 'highlighted' on lesson plans when they are linked with subject targets, however certain key areas of learning such as; emotional and sensory 'regulation' and 'social communication' are being worked on all of the time. Information around all of these IEP Strand targets is available on the IEP target sheets, which can be found [1] displayed in the class room [2] in the teaching file.

Formative assessment is carried out around the central IEP targets and within each lesson.

The whole class team contributes to this assessment. This formative assessment underpins the routine summative assessment. The whole target/planning process is described in the Flow Chart.

### **Flow chart: Locating IEP Targets in planning**



### 13. Enrichment curriculum

- Arts Projects with external groups and artists and performances
- Educational visits and residential school journeys
- Rebound therapy
- Art therapy

#### **14. Equal Opportunities**

Nationally a number of factors have been identified that affect consistent underachievement at school and in various curriculum areas. These have been specifically (but not exclusively) identified as gender, disability, race and class. It is recognised that underachievement can be attributed to pre-conceived expectations and attitudes of teachers/support staff, as well as to teaching styles and to the content of the curriculum. When planning the curriculum, content is drawn from human and material resources both in school and from the wider community and every effort is made to give equal representation to pupils own and others cultures. The school has a large number of pupils for whom English is not their first language. We are committed to raising our awareness of equality of opportunity and inequality by examining factors that might inhibit pupils' achievement. Appropriate provision is made for pupils who need to use –

- a means of communication other than speech, including computers, technological
- aids, signing, symbols etc;
- technological aids in practical and written work;
- aids or adapted equipment to allow access to particular activities within and beyond school.

We recognise that –

- teachers and support staff need to monitor that pupils are treated equally in class and that they receive an equal share of attention
- the content of science, mathematics and technology should be monitored to ensure their accessibility to girls
- books and other resources need to be monitored for race, disability and gender bias.
- teachers and support staff must have the highest expectations of pupils
- community languages must be reflected throughout the school in notices, displays and labels
- disability is projected positively throughout the school and displays reflect the full range of pupils' abilities
- all staff should have a clear understanding of what it means to be living in a bilingual environment and how to plan lessons and promote high achievement of such pupils