

3 Strand Curriculum Overview



<u>Informal Curriculum</u> P1-P4 [PMLD/ complex needs, EYFS]	<u>Semi-Formal Curriculum</u> P4-P8	<u>Formal Curriculum</u> P8-PIVATS milestone Stage Four-3
What do we use to inform our learning intentions?		
RFL / MAPP milestones/ Development Matters/ Physio / S&L/ Tree Tops programmes / Sensory Diet/ Thrive/ Curriculum / Sounds of Intent / P Scales	Curriculum Doc / MAPP 2 learning intentions /Equals Docs/ Thrive / S&L / Physio / Arts Award/ Sounds of Intent / P Scales /AQA units	Curriculum Doc / PIVATS Ed5 Milestones / Thrive / Sounds of Intent / Entry Level schemes/ Arts Award / AQA awards
What does this look in a teaching group?		
Mixed tutor groups / mixed ability special events and celebrations Distinct multi-sensory group teaching with consistent team of staff Access to a range of learning environments and developmentally appropriate play based experiences. Access to Physiotherapy, Occupational Therapy and Speech & Language Therapy where appropriate Specialist provision for intensive sensory integration and sensory diet work Identified rooms/environments in school [sensory room, rebound, hydro etc] Access to specialised sensory events –theatre/music/ art related visitors etc Access to a variety of ICT, augmentative and alternative communication aids, visual support, symbols, sensory cues, Makaton, PECs, Objects of Reference, TEACHH approach Timetabled opportunities for postural management, physical therapies and mobility	Group teaching with consistent staff for the majority of sessions – these will change for specialist areas such as Creative Days and PE. Though sessions are divided into broad subject areas at present, a cross curricular approach is needed to ensure the pupils are able to work on their MAPP intentions in a meaningful, contextualised and functional way to maximise the opportunity for developing independence and skill generalisation. Topic work Access to Physiotherapy, Occupational Therapy and Speech & Language Therapy where appropriate Communication support – Makaton, BSL, visual cues and support, language support. ICT, augmentative and communication aids	Distinct teaching group with subject specific teaching. Subject specific area schemes eg. Entry level work in Maths, English, Science and ICT Access to Physiotherapy, Occupational Therapy and Speech & Language Therapy where appropriate
How is evidence gathered?		
Evidence for Learning	Evidence for Learning / Work books/ Unit Awards	Work books, photographs
How do we determine good/outstanding ipsative progress?		
MAPP progress meetings and MAPP 2 data on SIMS Thrive data on Thrive On-line	MAPP progress meetings and MAPP 2 data on SIMS Thrive data on Thrive On-line	Pupil progress meetings termly review of teaching targets and mapping on PIVATS 5. PIVATS 5 data will be fed into CASPA assessment system in May each year. Thrive On-line assessment data