



KISIMUL GROUP

Education Policy

Curriculum

At Kisimul School every pupil is entitled to an integrated, balanced, broad and stimulating curriculum that aims to promote the spiritual, academic, personal and social development of each individual. This policy is allied to the Kisimul Routes for Learning document, which outlines the teaching approaches and interventions applied at various ages and developmental milestones for young people within the school.

The curriculum addresses the very specific needs of our pupils, by providing every opportunity for them to enjoy their education, develop their skills, knowledge and understanding and to achieve their true potential. A key emphasis of the curriculum throughout the school is the presentation of learning using real life contextual experiences. This ensures that learners are able to rehearse skills within functional situations – for example applying maths and English skills within a visit to a local shop, and buying ingredients for a food technology session within the school kitchen. These activities may include climbing, football, sailing, trampolining, soft play, camping, orienteering and rebound therapy.

The wide range of extra-curricular activities provided aims to enrich the learning experiences of all pupils, help them to learn to cooperate more effectively with others and enable them to grow in confidence, self-esteem and independence.

A combination of behavioural, cognitive and interactive teaching approaches is used, along with practical activities and multi-sensory experiences designed to maximise our pupils' potential for learning.

One of the School's key priorities is to develop the communication skills of all of our pupils, many of whom are non-verbal, and alternative or augmentative systems are used to facilitate access to the full curriculum. Makaton signing is used by the staff to support speech and, where appropriate, the pupils are taught to sign independently. The Picture Exchange Communication System (PECS) is one form of visual communication method that is used to develop spontaneous communication when making requests and interactions.

For pupils at Key Stages 2 and 3 the curriculum is based on the formal requirements of the National Curriculum. The programmes of study for each subject area are incorporated into the termly 'Topic' and are suitably modified to give all pupils relevant and appropriately challenging work, while taking into

account their severe learning difficulties. Each topic (planned over a three-year cycle) also provides another context for practising basic English and maths skills. The ASDAN 'New Horizons' programme is a core element of the PSHE curriculum at KS3, and introduces pupils to future ASDAN courses, which are moderated and accredited.

At Key Stage 4 the pupils undertake the ASDAN (Award Scheme Development and Accreditation Network) 'Transition Challenge'. This provides a framework of activities that develop and accredit independent living and personal skills through areas of activity that directly relate to the statutory programmes of study for the Key Stage 4 National Curriculum subjects. These include English, Mathematics, Science, Expressive Arts, Information Communication Technology, Religious Education, Citizenship, Physical Education, Sex and Relationships Education and areas of Creative and Vocational Education. Much of the work covered will still relate to the term's topic as before, but the focus will be on developing a more functional approach to learning in a real life context.

At Post 16 the Adult Pre-Entry and Entry Curriculum Framework for English and Mathematics is used, ensuring a greater emphasis is placed on functional learning, as well as vocational and life skills, as the pupils are prepared for their adult lives after Kisimul School. 'Focus weeks' are utilised to promote Social, Moral, Spiritual and Cultural development with PSHE and Citizenship being embedded throughout the curriculum.

The ASDAN 'Towards Independence' programme provides a vast array of modules to suit group or individual interests and underpins the curriculum at pre-entry level, as well as providing a framework of activities through which personal, social and independence skills can be developed, thus creating a context for accredited learning. The ASDAN 'Certificate in Life Skills' (which gives a qualification at Entry Level 1) provides more of a challenge to our higher ability pupils. ASDAN 'Towards Independence' has a skill based approach to learning, with an emphasis on using practical activities as the template for personal growth; each module can be differentiated to suit the learner and the level of support that they require to complete tasks. There are up to fifty modules to choose from which cover a wide range of subjects such as; Using ICT, Creativity, Citizenship, Horticulture, World of Work and Horse-riding and Stable Management.

At Key Stages 4 and 5 the pupils' curriculum is organised around the Foundation Learning structure. Pupils working between P Levels 1-8 follow programmes of study from the ASDAN 'Personal Progress' while those pupils achieving at National Curriculum Level 1 follow the ASDAN 'Personal and Social Development' curriculum. Thus all learners receive credits in recognition of work completed, with support as necessary, within an appropriate Qualification Structured Framework. Pupils build up portfolios of evidence and their work is externally accredited.

The Entry 1 Qualifications in Personal Progress are made up of units which can be broadly divided into the following areas: Personal Development, Functional Skills, Independent Living Skills and Vocational/Work Skills.

The ASDAN 'New Horizons', 'Transition Challenge' and 'Towards Independence' Preparatory Awards support the delivery of 'Personal Progress' and provide evidence that the learner has met the unit assessment criteria.

'Personal and Social Development' (PSD) is available for learners working from Entry 1. It comprises nine units and for each unit the learner can complete a number of challenges with no minimum number of challenges required. Each Unit is worth a credit and a credit equals ten hours of work. At least thirteen credits are required for a 'Certificate in Personal and Social Development' and six credits earn an Award. The programmes of work for ASDAN 'Personal Progress' and 'Personal and Social Development' are externally verified.

Throughout the school, some of the English and Mathematics curriculum is formally taught during 'Objectives' sessions, during which pupils work on their ILP targets (Individual Learning Plan). The aim is that skills learned are then used and applied in different contexts in everyday functional situations. The ILP targets generally relate to the objectives on each individual's Education, Health Care Plan (EHC) and focus mainly on the development of their skills in: English, Maths and Personal, Social, Health and Economic Education and Citizenship (PSHE). The ILP is formally evaluated at the end of one term, and the objectives are then modified or changed accordingly. English and Mathematics are also taught throughout the school curriculum in real life scenarios, e.g. handling money in shops, counting ingredients in baking and reading shopping lists.

PSHE is a particularly important curriculum area for our pupils, as they develop a greater awareness of themselves and others, learn social skills, take part in community activities and gradually become more independent in their daily lives. All pupils are encouraged to stay safe, learn about being healthy, develop understanding of money matters and to make a contribution within class, the school and wider community as applicable, all within an environment that fosters enjoyment and celebrates achievement.

Physical Education is deemed to be important for all our pupils, in order to develop their physical skills, promote fitness and encourage them to recognise the importance of pursuing a healthy lifestyle. The PE curriculum includes: swimming, horse-riding, gymnastic activities, rebound therapy, dance, athletic activities and team-games.

A Careers Education programme is followed by pupils from Year 7, based on the three strands of personal development, career exploration and career management. This links closely to work done in PSHE, Citizenship, ASDAN and work related learning programmes. Pupils are continually supported to present themselves in a positive light and supported to think about their future.

The curriculum also provides for a variety of work-related learning opportunities either on- or off-site, as deemed appropriate for the individual. Examples of activities which could take place within the school grounds are helping the domestic staff with the laundry or cleaning, minibus maintenance, assisting the gardener or helping to run the school 'Coffee Shop'. Off-site activities may include assisting in a charity shop, maintenance of the local parish church and pub and cleaning the local road signs.

All pupils are given opportunity to develop a range of interests, to become aware of their strengths, achievements and personal qualities, to express their likes and dislikes, to make choices and to aim for desirable goals.

All pupils are given opportunity to develop a range of interests, to become aware of their strengths, achievements and personal qualities, to express their likes and dislikes, to make choices and to aim for desirable goals.

The curriculum is further enhanced by the provision of a wide range of therapeutic programmes, which aim to address the pupils' diverse sensory needs, help raise self-awareness, develop social and cognitive skills, promote self-expression and develop positive interaction with others. These currently include Music therapy, Speech and Language therapy, Aromatherapy, Occupational Therapy, (Sensory Integration therapy),). The Psychology team play a pivotal role in the school, not only in assessing learners' cognitive development, but in applying a behavioural analysis to enable cues, triggers and cyclical behaviour patterns to be emphasised and identified. This ensures appropriate interventions are in place to ensure students can access learning opportunities and engage fully.

Pupils at the Lincolnshire sites already have the opportunity to take part in the Duke of Edinburgh Award Scheme including 'Bronze', 'Silver' and 'Gold' Awards. This programme involves the opportunity to become involved in a wide range of activities including camping, orienteering, rock climbing, archery and sailing.

The breakdown of the curriculum within the 6 core areas (functional, physical, creative, life skills, therapeutic and sensory) are detailed below:

<u>Functional Curriculum</u>	Mathematics English Science Languages Communication (including SaLT) ASDAN 'New Horizons' (KS3) ASDAN 'Transition Challenge' (KS4)
<u>Physical Curriculum</u>	PE Swimming Horse Riding Indoor Climbing Gymnastics Outdoor Learning Rebound Therapy Sailing
<u>Creative Curriculum</u>	Art/DT Music Drama Multi-Media
<u>Life Skills Curriculum</u>	Work Related Learning (P16) ASDAN 'accreditation' Community Learning Careers Education Sex and Relationships Education Independent Living Skills PSHE & Citizenship
<u>Therapeutic Curriculum</u>	Occupational Therapy Speech and Language Therapy Educational Psychology Music Therapy Aromatherapy Sensory Integration SMILE – 'Sensory Multi Interactive Learning Environment' Computing
<u>Cultural Curriculum</u>	SMSC RE Topic Based teaching History Geography British Values

Kisimul Group of Schools - 24 Hour Curriculum

A **24 hour curriculum** is achieved by fostering a unified approach to learning across multiple environments. Consistent and proactive programmes are implemented during and after school hours, as informed by a wide range of health, education and social care perspectives.

Individualised Care Plans contain important information regarding the following: health needs, dietary requirements, cultural, religious, language and racial needs, personal care, communication, education needs, leisure needs, sensory needs, behaviour management and risk assessment. Each pupil's care plan is a whole school document and is followed by all staff working with the pupils. This ensures consistency of approach and maximises the pupils' potential for learning and development. Staff across all settings are involved in the regular review of the pupils' care plans.

There is a clear focus on **independence and life skills** training across all settings and throughout the waking day, and this focus is evident in education and care planning and in the review processes. This is because life skills cannot be compartmentalised or fully addressed within the school day. Education and care interventions and programmes are delivered through continual reinforcement and overlearning, so that skills become **generalised**, and reinforced in context. This also enables learning to happen at the optimum time for engagement and when pupils are motivated to learn, not simply because the timetable dictates it.

Kisimul schools provide an environment with a 24 hour approach to developing **communication and interaction skills**. We are mindful that consistent and appropriate strategies are imperative in the reduction of frustration linked to difficulties with communication. **Social skills** need to be taught and reinforced consistently in as wide a variety of situations as possible, hence the level of input involved in Kisimul residential education goes far beyond anything a day school could provide.

A further key element of the 24 hour curriculum is **behaviour support**. Most young people are placed in Kisimul residential settings because they have some form of challenging behaviour. Consistent behaviour management is achieved through a coherent set of strategies, consistently implemented, and via a planned programme of activities learned and overlearned throughout the waking day.

There is active **multidisciplinary management** of learning throughout the waking day. Psychology and therapy teams work across settings and provide an integrated approach which is embedded within the 24 hour curriculum. Education and care teams co-operate through a variety of multidisciplinary processes to achieve positive outcomes in independence, life skills, communication and

interaction, behaviour and educational progress. All aspects of the day are seen as learning opportunities.

Teaching methods focus on individual and small group approaches. The emphasis is on learning for independence, with progress systematically recorded, evaluated and reviewed.

Approaches vary according to the needs of the individual and will be regularly reviewed, with new ideas considered and introduced where appropriate. Each pupil has an individualised learning plan, which is integrated with a broader individualised care plan.

Teaching is structured, with clear sequencing of activities and timetables, where the content is conveyed by photographs, symbols and written representation of start and finish as appropriate.

Joint planning involves pupils, education and residential staff, psychology and therapy teams, parents and social workers. This multi-agency approach provides consistency whilst supporting pupils to generalise and transfer skills across all settings. Residential staff support and actively contribute to the education of the pupils within the residential and the education provision.

Residential staff are familiar with the educational needs and progress of the pupils they are supporting and will communicate with school staff to promote and encourage each pupil's personal, social and educational development. Education staff will be familiar with the social and care needs of the pupils. Short term objectives designed to support the pupils in the achievement of their long term goals form an important part of the education, therapeutic and care planning. These objectives are matched to individual needs.

Teaching approaches and resources will enable all pupils to have **equal opportunities** to participate in the curriculum of the school regardless of their culture, gender or religion.

Kisimul School will review this policy annually.

Doc Ref:	Issue No:	Issue Date:	Originator:	Authorised By:
ED 23	10	September 2017	Danny Carter	Margaret Hill