



# KISIMUL GROUP

## Education Policy

### Woodstock Curriculum Policy

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.

The curriculum addresses the very specific and individual needs of our pupils, by providing every opportunity for them to access and enjoy their education, develop their skills, knowledge and understanding and to achieve their true potential.

The wide range of extra-curricular activities provided by the residential team aims to enrich the learning experiences of all pupils, help them to cooperate more effectively with others and 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 maximize our pupils' potential for learning. This is provided by the multi-disciplinary team who consistently work together to deliver the holistic approach our pupils require in order for their individual educational needs to be met.

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) style of communication is taught in order to develop spontaneous communication when making requests and for social commenting. Any attempts made by pupils to communicate by using challenging behaviour is explored and researched in a detailed way in order to teach new skills, to meet needs and in turn to reduce challenging behaviour.

Throughout the school there is an emphasis on meeting the individual needs of learners. We have three main groups of learners, which are:

1. Experiential learners who have an early awareness of their environment. These learners require full adult support to access the curriculum.
2. Proactive learners who are becoming more involved in curriculum activities and beginning to develop skills.
3. Formal learners who consolidate learning and apply knowledge, skills and understanding to unfamiliar experiences.

The curriculum is therefore planned and differentiated by each class teacher around the activities and support which match individual pupils' learning needs. The pupils are taught individually, in groups and in pairs, as appropriate.

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 five-year cycle) also provides another context for practising basic literacy and numeracy skills. At key stage 3 our pupils also undertake the ASDAN (Award Scheme Development and Accreditation Network) 'New Horizons' programme. This provides a framework of five modules: Personal, Social, Health, Citizenship and Relationships. The programme is learner-centred, offering structure and flexibility; it provides recognition for small steps in achievement. In each module there is a focused careers-related activity.

At Key Stage 4 the pupils undertake the ASDAN 'Transition Challenge'. This provides a framework of activities that develop and accredit independent living and personal skills through five modules. Areas of activity within the modules 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 and areas of Vocational Education.

At Post 16 a greater emphasis is placed on functional learning, as well as vocational and life skills as the pupils are prepared for their lives after Kisimul. The ASDAN 'Towards Independence' programme is provided at post 16 as part of the Study Programme. Over the three years of the key stage pupils will work towards completing two modules per term. The modules all fall within one of the following themes: Creative Studies, Independent Living Skills, Cultural, Leisure/Recreation/Sport, Personal Development/Citizenship/PSHE and Work Related Learning. This programme is used to provide our older students with the opportunity to develop their vocational and independence skills. Post 16 also has a work-related learning curriculum in which pupils work on a mini-enterprise theme once a term. Through this curriculum the pupils are given the opportunity to develop work-related skills such as planning the mini-enterprise, selling goods, buying goods, handling money, communicating with customers etc. Pupils follow the Pathways to Independence curriculum as part of their independent life skills programme.

Throughout KS3 to Post 16 the pupils' ASDAN work is collected and evidenced within a portfolio which is kept until the student is in year 14 when we enter their work for the ASDAN Personal Progress Qualification. This provides our pupils with the accreditation and recognition of all their work over the years and this forms our Foundation Learning Curriculum.

Throughout the school, much of the English and Mathematics curriculum is formally taught in discrete daily lessons lasting a half hour per subject. Targets are set using B Squared and are recorded on the pupils' ILP (Individual Learning Plan). The aim is that skills learned are then used and applied in different contexts in everyday situations. The ILP targets generally relate to the objectives (or 'learning intentions') on each individual pupil's Statement of SEN or Education Health and Care Plan (EHCP) and focus on the development of their skills in English, Maths and Personal, Social, Health and Education (Citizenship). The ILP is formally evaluated termly and the objectives are then modified or changed accordingly.

PSHE (Citizenship) 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. This curriculum area supports the social, moral, spiritual and cultural development of our pupils.

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, dance, athletic activities and team-games.

Careers Education, based on the three strands of personal development, career exploration and career management, 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 WRL programme is based on 6 key aspects, organised in a three year rolling programme of study. The programme is assessed using either ASDAN TI or Personal Progress units.

The curriculum also provides for a variety of work-related learning opportunities, initially within the school grounds. Examples of activities are helping with the cleaning, washing the minibuses or assisting the gardener. 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. For those students for whom it is appropriate, we will endeavour to search for a suitable work experience placement off site.

The curriculum is further enhanced by the provision of a wide range of therapeutic and developmental 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 and EASIE (Exercise and Sound in Education).

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

<u>Functional Skills</u>	Mathematics Literacy Communication (SaLT) ASDAN 'New Horizons' (KS3) ASDAN 'Transition Challenge' (KS4) Topic – Humanities (KS2, 3 & 4) Computing
<u>Physical Skills</u>	PE Swimming Horse Riding Indoor Climbing Gymnastics Outdoor Learning
<u>Creative Skills</u>	Art/DT Music Drama
<u>Life Skills</u>	Work Related Learning (P16) ASDAN 'Towards Independence' (P16) Community Outings Sex and Relationships Education Independent Living Skills (P16) Horticulture PSHE & Citizenship Work Related Learning Farm (P16) Day College (P16)
<u>Therapeutic Input</u>	Occupational Therapy Speech and Language Therapy Educational Psychology Music Therapy Aromatherapy

<u>Sensory exploration and processing skills</u>	Sensory Integration diets Outdoor learning Science (KS2, 3 & 4)

### **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.

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.

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