



# Underley Garden

## Personalised Curriculum Policy

<b>Created:</b>	September 2018
<b>Reviewed:</b>	January 2021
<b>To be reviewed:</b>	January 2022

## **Rationale**

Our Personalised Curriculum is a person centered, needs led approach rather than a subject based content driven approach which has been developed in order to facilitate the planning and assessment of learning for young people who are working below the National Curriculum and who don't make progress in a neuro-typical way. The overall design of our Personalised Curriculum addresses some key issues relating to appropriate learning approaches for young people with severe and profound learning difficulties, and allows this cohort of young people to make progress in their own ways, in a timeframe that suits their needs.

## **The Curriculum**

It is made up of five main cross-curricular areas;

1. communication and interaction (which includes literacy),
2. cognition and learning (which includes numeracy),
3. personal, social and mental health,
4. sensory and physical (including occupational therapy), and
5. preparing for adulthood.

These areas correlate directly to the young person's EHC planning document, and aim to work towards outcomes that are decided upon by a multi-disciplinary team. Learning intentions are then assessed and implemented using a 4 scale approach of development- specifically

1. Prompting,
2. Fluency,
3. Maintenance and
4. Generalisation.

This curriculum ensures that learning is centered on what that person needs and wants at its very core, and means progress is achievable for all.

Approaches used to plan and deliver the curriculum are devised to meet the needs of individual learners, for some this will be through specialist subject focused approaches. For some it is more appropriate to base approaches on an appropriate Personalised Curriculum. This was something we developed from a programme by The Dales School (a special school for children with severe and complex learning needs) to facilitate the planning, assessment and recording of progress in relation to a personalised learning programme.

Planning for learning intentions uses a Spiral Curriculum approach (Bruner, 1960), which utilises scaffolding to allow for deeper learning, and minimize time constraints. Sometimes a learning intention will be the same as an "outcome", but it might need to be broken down into small steps to allow for differentiation and laddering to meet a target. Curriculum areas may differ depending on the needs of the young person and should be taught using cross-curricular methods, such as a thematic approach. Peter Imray states that *"Children with PMLD/SLD should not be learning in subject specific lessons"*

## **Curriculum Aims**

To ensure that learning is meaningful, it is important for these learners to focus on outcomes that will have most impact on their life. In order to achieve this, target setting must relate closely to the Education, Health and Care Plan (EHCP) which identifies aspirations for the young person defined into one of the following headings:

- Cognition and Learning

- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical
- Preparing for Adulthood

The curriculum aims for learning centre around spending quality time on learning that matters for each young person. It has to be meaningful, and make a difference in their lives and development.

### **Planning & Organisation**

In order to ensure the young people are accessing the curriculum that is appropriate to their needs, we assess them informally around the time of referral by making visits to the young person, speaking with previous placements regarding current curriculum and progress, and reviewing the current EHCP. Alongside this, we would discuss their needs with parents and carers to gage an overview of how they would be best placed within school.

The first step in the target setting process is to gather information from the EHCP, Individual Learning Plans and therapy advice in order to identify long term outcomes and routes for learning. This information should be consolidated into a young person's Individual Educational Profile.

Teachers, in consultation with educational psychologist and therapists will then agree learning intentions on a half-termly basis produced from these outcomes. These will be clearly catagorised within a curriculum based on the EHCP headings. For each learning intention, teachers will then plan for possible teaching and learning strategies that will be facilitated using cross-curricular, blended approaches.

Planning documents consist of a Personal Educational Profile for long term mapping, a medium term overview detailing dedicated learning intentions, cross-reference with possible learning activities and opportunities, and a personalised planner that supports child-led and adult-led activities being facilitated in the classroom.

A range of materials are available to support defining and setting learning intentions, such as MAPP Routes for Learning, developed by the Dales School, Progression Planners developed by the Swiss Cottage DFE Teaching school, and Equals Semi-Formal SLD Scheme of Work. These can be accessed within:

T:\Education\Curriculum\Personalised Learning Documents

Communication and Interaction Outcomes for an EHCP might include:

“Ben will develop his skills to express opinions to make his wants and needs known”

Learning intentions might include:

“Ben will be able to use a talking mat by pointing to a “happy” or “sad” symbol.

Curriculum Areas linked to Independent School Standards Criteria	
Cognition and Learning	Literacy, Numeracy, Thinking Skills and Problem Solving
Communication and Interaction	Communication skills, Social skills, Speech and Language Therapy
Social, Emotional and Mental Health	PSHCE, Citizenship, Occupational Therapy,
Sensory and Physical	Occupational Therapy, Physical Education, Sensory Modulation
Preparing for Adulthood	Life skills, Leisure skills, Design and Technology, Community Participation, Work Experience

### **Assessment**

Quantitative assessment is collated using MAPP (Mapping and Assessing Personal Progress). MAPP is a suite of materials developed by The Dales School (a special school for children with severe and complex learning needs) to facilitate assessment and recording of progress in relation to personal learning intentions.

Progress toward learning intentions will be monitored and assessed using the Continuum of Skills development (CSD). This assesses for 4 aspects of skill development on a 10 point scale.

- Prompting- Increasing independence
- Fluency- Combining speed and accuracy
- Maintenance- becoming more consistent over time
- Generalisation- performing in different settings with different people

Assessment for personalised learning should be ongoing and dynamic, and learning intentions should be monitored and tracked intensively. Evidence to support learning and judgements made on the CSD should be backed up with Evidence of Achievements, with a combination observations and photographic evidence, video evidence uploaded to SeeSaw (our on line platform for sharing information with parents), and continual recording and reporting using a daily Marking and Feedback sheet.

Marking Codes for Work and Witnessed Evidence	
I-Independent S-Supported by an adult HH-Hand over hand VP-Verbal Prompts PP-Physical Prompts	1-No attempt made 2-Emerging with prompting 3- Achieved with minimal support 4-Achieved confidently/independently 5- Generalised

The CSD should be updated on a frequent basis to record accurate levels of progress. This can be then be used to generate a progress score across the target or curriculum area as a whole, and this information will be used in reports, to review progress and to develop and re-focus learning intentions.

Learning intentions and progress towards them will be considered during EHCP review meeting, and used to inform considering outcomes and aspirations for the young person.

#### Process Flow Chart

