



Spiral School

Curriculum



Intent



At Springside School we will develop a happy, safe and secure environment in which the individual needs of all members of the community are met in order that they realise their potential to the full.

We **Believe** in each other and ourselves, we **Enjoy** being here, we **Achieve** and we do it all **Together**





Aims

What do we want for our learners to learn at Spiralside?



We believe in supporting our learners to be independent, to enjoy every element of their lives, to achieve more than they can imagine and we will do this together. We challenge what is possible and any limits put in place by others. We work with our learners to be as independent as they can be to ensure they have a feeling of self-worth. We work together with our learners and families to strive to enrich the whole lives of our learners.



Learners at Spiralside School have a diverse range of learning difficulties and associated special educational needs. The curriculum aims to support the holistic development of all learners in a manner, which is appropriate to their individual needs and abilities and provide a sensitive response to the challenges they face. At its core it is designed to ensure all learners are happy, healthy and safe whilst ensuring they reach their full potential having access to a broad and balanced curriculum promoting independence throughout.



Spiralside School is a non-denominational school that aims to celebrate festivals and religious events from many cultures. Whole school and phase worship, beliefs and celebrations (e.g. Birthdays, Achievements, Eid, Christmas) reflect this. Learners are taught to embrace all celebrations, cultures as well as respect each other, their beliefs and differences; these are detailed on our curriculum theme mapping.



Within all phases EHC Outcomes, through the Personal Learning Plan, annual objectives and termly targets will be considered, referenced and evidenced as appropriate throughout.



Our curriculum is set in the context of Equals multi-tiered curriculum approach, recognising that differentiation from England's (or indeed any) National Curriculum, including the EYFS framework, is not sufficient to meet the needs of learners with profound, complex, severe or global learning difficulties. For these learners, who are all working consistently and over time below or very near the start of their national curriculum, curricula need to be different rather than differentiated, because the way such learners learn is different, and often very, very different from neuro-typical, conventional developing learners for whom the national curriculum was designed.



Implementation

Curriculum Themes



Springside School Curriculum Theme Mapping

Term	YEAR A			YEAR B		
	Experiential	Exploratory	Investigative	Experiential	Exploratory	Investigative
Autumn 1	Superheroes – Families and People Who Care For Me			Our World - Who am I?		
	<ul style="list-style-type: none"> - Super worm - Super me 	<ul style="list-style-type: none"> - People who help us - Our local community - My favourite things - My hobbies/interests/talents 	<ul style="list-style-type: none"> - People who help us - Super me - Super fiction 	<ul style="list-style-type: none"> - Recycling fun - What a wonderful world 	<ul style="list-style-type: none"> - Exploring the local community - Exploring senses relating to seasons - Families - Favourite foods 	<ul style="list-style-type: none"> - Our community - Recycling in our school
Autumn 2	Celebrations - Religions			Colours and Light – Changing Bodies		
	<ul style="list-style-type: none"> - Christmas 	<ul style="list-style-type: none"> - Christmas 	<ul style="list-style-type: none"> - Christmas 	<ul style="list-style-type: none"> - Over the rainbow - Christmas 	<ul style="list-style-type: none"> - Exploring light on different materials - Colour sorting/mixing - Christmas 	<ul style="list-style-type: none"> - Glasses and lenses - Christmas
*teacher to meet across phases to agree which festivals to be covered to ensure breadth of experience over phases and time.						
Spring 1	Around the World – Who am I			Tell me a Story – Caring Friendships & Respectful Relationships		
	<ul style="list-style-type: none"> - but we get stuck in the ...jungle? <p>*class to choose a country to explore in more detail</p>	<ul style="list-style-type: none"> - Explore a country. Each class to choose a country 	<ul style="list-style-type: none"> - Local geography - Park - Holidays - Post cards - Travel 	<ul style="list-style-type: none"> - Each class to choose a story to experience in more detail 	<ul style="list-style-type: none"> - Each class to choose a story to experience in more detail 	<ul style="list-style-type: none"> - Each class to choose a story to experience in more detail
Spring 2	Changes – Changing Bodies			Explorers - British Values		
	<ul style="list-style-type: none"> - Colour and texture - The colour monster 	<ul style="list-style-type: none"> - Colour and texture - Plants - Spring changes - Baby animals - Easter 	<ul style="list-style-type: none"> - Art - Poetry - Colour /food (irreversible changes) 	<ul style="list-style-type: none"> - To infinity and beyond 	<ul style="list-style-type: none"> - Hunts (Treasure/Bear/Bird/Easter egg) - Forest exploration - Rumble in the Jungle - Den/Bird house building - Mud play 	<ul style="list-style-type: none"> - Map reading - Treasure maps - Dinosaurs - Outdoor learning activities - Space
Summer 1	On the Move – Online Relationships			Circus – Internet Safety		
	<ul style="list-style-type: none"> - The Magic Train ride 	<ul style="list-style-type: none"> - Explore of the differing types of transport – car, bus, train, truck, aeroplane, boat. - Thomas the Tank Engine 	<ul style="list-style-type: none"> - Transport - PE - Exercise - My independence - My travel planning 	<ul style="list-style-type: none"> - The big top 	<ul style="list-style-type: none"> - Clowning around. - Having fun/telling jokes - Circus skills - Bright colours - Dressing up - Magic - Dumbo 	<ul style="list-style-type: none"> - Colour - Circus skills/acts - Circus animals? - Jokes - Co-ordination/balance
Summer 2	Water – Being Safe			The Great Outdoors – Being Healthy (including drugs, alcohol, tobacco) and basic first Aid		
	<ul style="list-style-type: none"> - In and on the sea - Slippery fish 	<ul style="list-style-type: none"> - Seaside - Exploring water play - Floating/sinking - Sea life animals - Exploring pond life 	<ul style="list-style-type: none"> - Oceans and seas - Water cycles - Investigating water and its properties 	<ul style="list-style-type: none"> - Oh I do like to be beside the seaside 	<ul style="list-style-type: none"> - Exploring animals from a place you can visit e.g. farm, zoo, great outdoors (mini-beasts). - Bug houses - Sand play - Weather - Outdoor sports - Favourite places to visit in the Summer 	<ul style="list-style-type: none"> - Safe outdoor exploration

*PSHE, Relationships Education, SMSC (Including British Values) themes

Curriculum Overview



Learners at Springside follow the curriculum as detailed below. Rather than lessons, we refer to the activities our learners undertake as 'areas of learning'. These areas of learning are delivered using a variety of approaches. This skeleton scheme of work is then adapted as appropriate to the learners' abilities and interests for each learning area, providing a broad, balanced and enriched curriculum. The curriculum is further enhanced through our Learning for Life themes and enrichment, these are established in Assemblies, embellished in half-termly 'Learning for Life' experience days and the areas within this are threaded throughout each area of learning, used as hooks for learning.

Although classes will personalise their approaches to the individual learners, to facilitate and ensure consistency within a phase, learners experience a number of phase specific 'non-negotiable' elements within each classroom these are the approaches to learning that will be similar within a phase.

PSHE, RSE, RE, SMSC (including British Values) underpins all practice and are taught throughout each area in an holistic manner. Some topics within these are taught, as appropriate in discrete sessions in the Investigative phase. Each area of learning is taught sensitively and inclusively, with respect to the backgrounds and beliefs of learners and parents while always with the aim of providing learners with the knowledge they need.

Areas of learning		
Experiential Curriculum	Exploratory Curriculum	Investigative Curriculum
<ul style="list-style-type: none"> ▸ My Cognition and Learning ▸ My Communication and Interaction ▸ My Social, Emotional and Mental Health ▸ My Physical and Sensory 	<ul style="list-style-type: none"> ▸ My Independence ▸ My Communication ▸ My Play and Leisure ▸ My Physical well-being 	<ul style="list-style-type: none"> ▸ My Independence ▸ My English ▸ My Play and Leisure ▸ My Physical Well-being ▸ My Maths ▸ My PSHE ▸ My World
Approaches to Learning		
Skills delivered in a sensory and physical way.	Skills, concepts and essential knowledge delivered in a highly structured, sensory and physical way.	Skills, concepts and knowledge delivered in a more formal learning environment and manner.

Progression within each area focuses on developing the thinking and problem-solving skills of our learners. This is supported through a reducing level of support in a 5-tiered system. This is Memory building; Sabotage and recognition of a problem; Independent solutions; Generalisations; Self-belief and confidence. The skeleton curriculums used are derived from Equals and the Northern Ireland Curriculum.

Phase approach

Our learners are grouped into phases according to the way they learn best and the curriculum pathway that is most appropriate..



Experiential

Our learners who learn through **EXPERIENCING** the world around them.



Exploratory

Our learners who learn through **EXPLORING** the world around them.



Investigative

Our learners who learn through **INVESTIGATING** the world around them.





Interventions

In order to further personalise our offer to ensure we fulfil the needs of our learners we undertake various interventions as appropriate for the individual learner.

Wilderness Therapy -

Learners take part in therapeutic activities, in natural environments, designed to meet developmental milestones.

Emotional support e.g. Therapeutic Inclusion (Th.Inc®) -

Learners participate in nurturing and transformative play activities to support their emotional development.

Rebound Therapy -

Learners with profound and complex needs benefit from stimulation of the digestive system, also used for Learners who require physical development.

Behaviour Support Plans -

Learners who require additional personalised support to communicate appropriately will have Behaviour Support Plans.

Enrichment

To further enrich the curriculum offer for learners they have access, as appropriate to the following:

- ▶ Learning for Life curriculum - My Music, My Dance, My Drama and My Art
- ▶ Lunchtime clubs
- ▶ Inclusion opportunities
- ▶ Physiotherapy programmes
- ▶ Occupational Therapy programmes
- ▶ Speech and Language programmes
- ▶ Hydrotherapy
- ▶ Visual Stimulation
- ▶ Swimming
- ▶ Music Therapy
- ▶ Sensory Integration





Impact

Experiential Phase

How do the learners learn on this pathway?

Experiential phase learners are given time and opportunities to experience the world around them. Activities within each area of learning are planned carefully using a sensory approach so that learners are able to engage and begin their learning journey. The focus of the areas of learning is to teach the learners the skills they need to be safe, happy, healthy and able to experience as much of the world as possible around them.

Structure and repetition form the foundations of our day which is facilitated by our highly skilled team. We strive to ensure a personalised approach, where advice from therapists and healthcare plans are integrated into the school day, learners follow their own personalised learning plans, derived from the EHC plan.

Our learners are learning to learn and the smallest of steps are celebrated. Activities and sessions are planned carefully to engage the learners so that areas of exploration, realisation, anticipation, persistence and initiation can be observed.

Our curriculum is designed to meet the needs of the whole child beginning with those identified as a priority in the EHCP these include:

- My Cognition and Learning
- My Communication and Interaction
- My Social, Emotional and Mental Health
- My Physical and Sensory





Exploratory Phase

How do the learners learn on this pathway?

Exploratory phase learners learn through exploring the world around them. Learners in this phase access exploratory sessions that enable them to develop independence towards their skills-based objectives. The Areas of learning are designed to teach the learners in this phase the essential knowledge they need in order to develop the skills and concepts required to achieve the independence we aspire towards.

Developing the use of functional expressive communication is central to learning. Children are encouraged to engage and form secure relationships with adults to support their engagement in adult-led activities. Independence is always encouraged through a tiered system of adult modelling, sabotage and reducing adult support. Behaviour for learning is also essential to the Exploratory curriculum. Exploratory staff use consistent strategies for each individual learner to support them to be in a sensory and emotionally regulated state ready to learn.

Within the exploratory phase both Mathematics and English skills are embedded within each area of learning. The skills within these are then taught in a purposeful manner, following the phases approach to learning. Teaching these skills and concepts through each area of learning support the learners to develop a functional level of mathematics and English.

Exploratory classes use the curriculum themes as vehicles for skills-based learning. Class staff teams take the learners motivators into account to promote learner engagement. Teaching and learning is strengthened through the learners' motivation towards exploring the activities provided. Adults support the learners to access activities with functional self-help, play and communication skills. A mixture of child-led and adult-led learning enables a good working relationship between learners and staff in the Exploratory Phase.

The classes in the Exploratory Phase offer a skills-based curriculum, where appropriate, using elements of TEACCH approach. Each class utilises and develops learner skills to encourage exploration to develop growing independence.

Investigative Phase

How do the learners learn on this pathway?

Investigative phase learners investigate the world around them in a more formal learning environment. Children in this phase begin to make links and develop their communication to explore and explain ideas and concepts. The aims of each area of learning is to provide the learners with the skills, concepts and knowledge to meaningfully engage in the world around them.

Developing understanding and expression of feelings and emotions is central to learning. Children are encouraged to engage and form secure relationships with adults and peers, develop resilience and feel more comfortable in sharing their feelings. Talents are encouraged through activities such as signing choir, sports and assemblies, helping to develop self-esteem and pride, in addition to celebrating others.

Engaging in a range of experiences, topic focus and development in the Investigative phase includes those within learners' personal interests and new ideas and themes. Teaching and learning is shared and developed through a range of interactive areas of learning such as my play and leisure, my independence, my world and my physical well-being which encourage discovery and wonder.

The classes offer a needs based curriculum, where appropriate, using a child-led approach using the principles of EYFS as well as more formal approaches. Each utilising and developing children's skills to encourage investigation, expression and independent learning. Each learners' capabilities are considered and individual needs are fully met, educationally, socially, emotionally and physically.





Learning for Life

Curriculum Area

This is not taught as an area of learning, instead these are used as ways of teaching, we call these 'vehicles'.

To provide learners with an enriched curriculum, we thread RE, PSHE, British Values and SMSC through each area of learning. We ensure this is pertinent and accessible to our learners, these underpin the school life and ethos. We do this by ensuring our learners experience the core values of these with a specific focus placed on a theme each half term.

We use the 'vehicles' of My Outdoor School, My Music, My Dance, My Drama and My Art. These provide our learners with a vibrant, interesting and enriched curriculum.

'50 things to do before I leave Springside' - linked to the half termly theme, we provide learners with a variety of experiences and creating memories. These are threaded through the curriculum as well as being the focus during our half termly 'Learning for Life' days.

EDUCATION, HEALTH AND CARE PLAN

My Plan

Name: Learner's Name
Date of Draft Plan:
Date of Final Plan:
Plan Responsibility: Rochdale Borough Council



EHC Plans

All Learners at Springside have EHC Plan.

- ▶ EHC Plans are a document that details all relevant information about the individual learner.
- ▶ These detail the Educational, Health and Care strengths, needs and priorities for each learner.
- ▶ These are reviewed at least annually during the Annual Review.



EHC Plans

EHC Plans state individual educational outcomes for the learner to achieve.

- ▶ Generally 1 long term educational outcome is set for each area.
- ▶ The areas are: 'Cognition and Learning'; 'Communication and Interaction'; 'Social, Emotional and Mental Health' and 'Physical and Sensory'.
- ▶ The outcomes are agreed by the family and all professionals as the priority for the Learner to achieve by the timeframe agreed.
- ▶ These are reviewed at least annually during the Annual Review.

Section E – Outcomes Sought

Outcome Sought		By when
1.	Learner to be develop their independence in all key areas.	End of Key Stage 1
2.	Learner to be able to communicate their wants, needs and interests appropriately resulting in them being able to request objects that they want.	End of Key Stage 1
3.	Learner to develop an interest in his peers during play and to be able to play alongside one or more of his peers.	End of Key Stage 1
4.	Learner to widen their interests and increase the range of foods they will eat.	End of Key Stage 1



EHC Plans

Long term outcomes are then broken into aspirational, yet achievable smaller steps in each learner's Personal Learning Plan.

- ▶ Long term Outcomes (generally to be achieved within a key stage) are broken into annual objectives and then termly targets.
- ▶ These detail the steps needed for that learner to achieve to reach to make progress towards the long term outcomes.
- ▶ The support and provision given by school staff is detailed within here.
- ▶ The personal learning plan is agreed with parents and reviewed each term in a 'parent progress meeting'.
- ▶ Learner's targets are then embedded into their learning within each area of learning, as appropriate.

Full Name: Learner Name	Date of Birth:
Class Teacher:	Age:
Date of EHC:	Year Group:
Date of PLP:	Cohort of Learner:

COMMUNICATION & LANGUAGE (COHORT AREA OF LEARNING – COMMUNICATION)			
<p>EHC PLAN OUTCOME: 2) Learner to be able to communicate their wants, needs and interests appropriately resulting in them being able to request objects that they want.</p> <p>DATE TO BE ACHIEVED: End of Key Stage 1.</p> <p>ANNUAL OBJECTIVE: For Learner to independently make a choice using their PECS board.</p>			
By the End of Autumn 1	Sequence of Learning	Support and Provision	Evaluation
With reducing adult support (physical prompting) Learner will learn to independently exchange a symbol (1 symbol on front of PECS file) for a motivating snack or resource. (PECS Phase 1).	<p>1. <i>Memory building</i> Will exchange a PECS symbol with communicative partner that represents a favoured resource/activity they are motivated by presented on a PECS book with full physical prompting initially, moving through lessening physical prompting to intermittent prompting.</p> <p>2. <i>Sabotage and Recognition of a problem</i> Will exchange a PECS symbol with communicative partner that represents a favoured resource/activity they are motivated by presented on a PECS book with occasional prompting (success rate 3/5 times).</p> <p>3. <i>Independent solutions</i> Will exchange a PECS symbol with communicative partner that represents a favoured snack they are motivated by presented on a PECS book independently.</p>	<p>Staff to use a consistent approach in class to allow learner to communicate functionally using PECS.</p> <p>Staff to model appropriate communication so learner can rote learn them and then attempt to use them spontaneously.</p> <p>Staff to praise and reward good communication with motivator</p>	

	<p>4. <i>Generalisations</i> Will exchange a PECS symbol with communicative partner that represents a favoured resource/activity they are motivated by presented on a PECS book independently.</p> <p>5. <i>Self-belief and confidence</i> Learner will confidently request in this way, with no prompting and know that this will get their choice with no adult support.</p>	<p>given straight away following symbol exchange, stickers, wow moments etc.</p> <p>Staff to teach with at least two motivators so learner can generalise this skill in more than one taught session (during snack time and during communication time).</p>	
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