

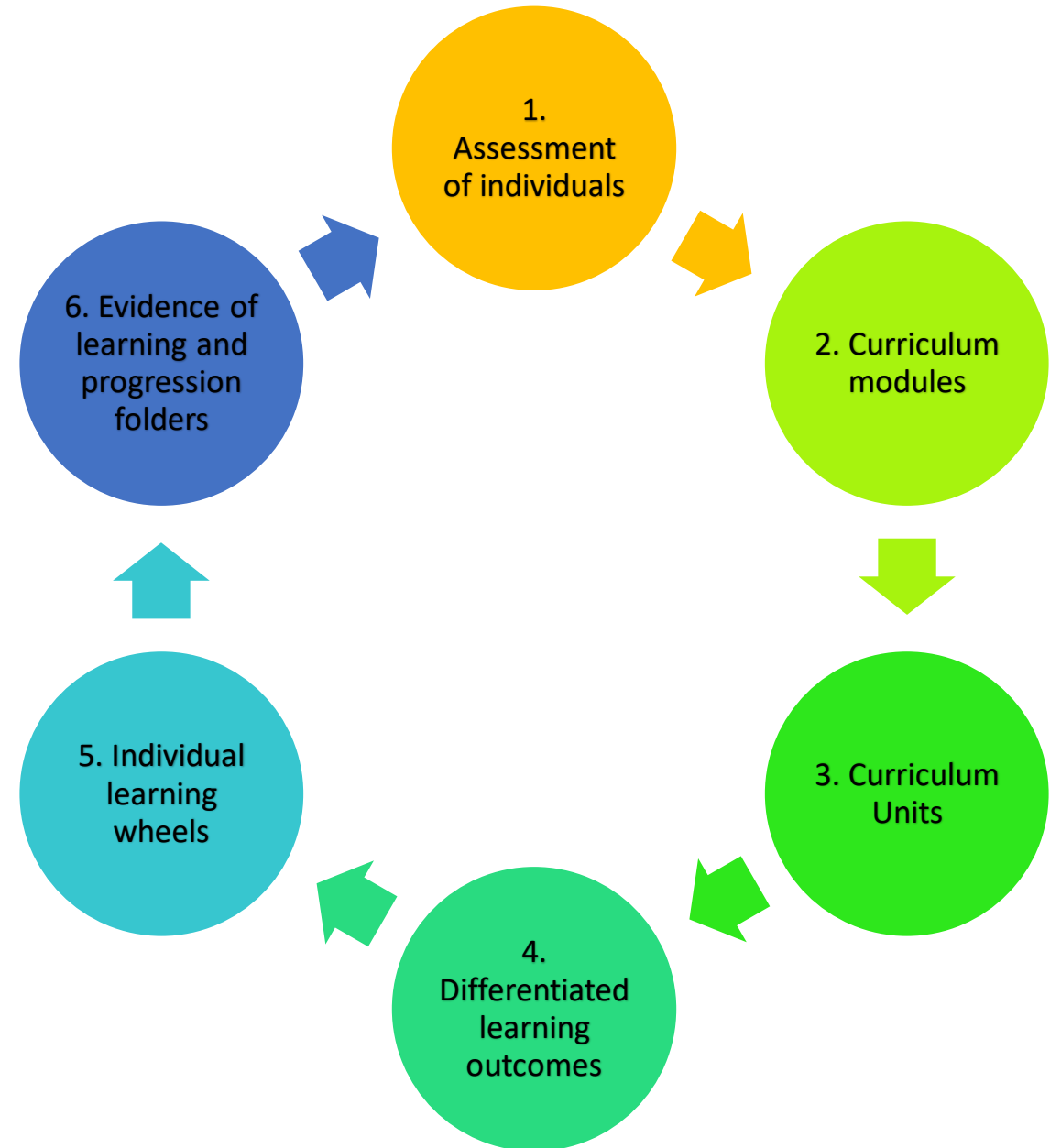


Stocklake Park School Curriculum Handbook

(March 2020)

Our Curriculum

- Our Curriculum is innovative, appropriate, exciting, broad, differentiated and challenging and prepares students for their future destinations.
- It incorporates the four areas of special educational need as noted in the 2014 SEND code of practice. These include, communication and interaction, cognition and learning, social, emotional and mental wellbeing and sensory/ physical needs.
- It also takes into account the seven aspects of cognition and learning as mentioned in the Rochford Review.
- Our curriculum enables students to make good progress from a starting point that is individualised and specific to them.



Assessment of individuals

- At the start of an academic year (September) all students are assessed. Their P levels or National curriculum levels are recorded and they are set a starting point in each of the curriculum modules.
- The table below shows what sort of assessment takes place at what time in the year.

	Sept		Oct		Nov		Dec		Jan		Feb		Mar		Apr		May		June		July	
Students assessed, baseline levels assessed and starting points agreed.																						
Learning outcomes set (Learning Wheels)																						
Learning outcomes updated RAG rated/progress recorded																						
Individual students learning outcomes checked - progress noted and interventions put into place if needed.																						
Learning outcomes progress assessed and recorded/ reported.																						
End of year reports to parents																						
Reports to full governing body																						

Curriculum modules

Functional
Skills

Beyond the
classroom

My Wellbeing

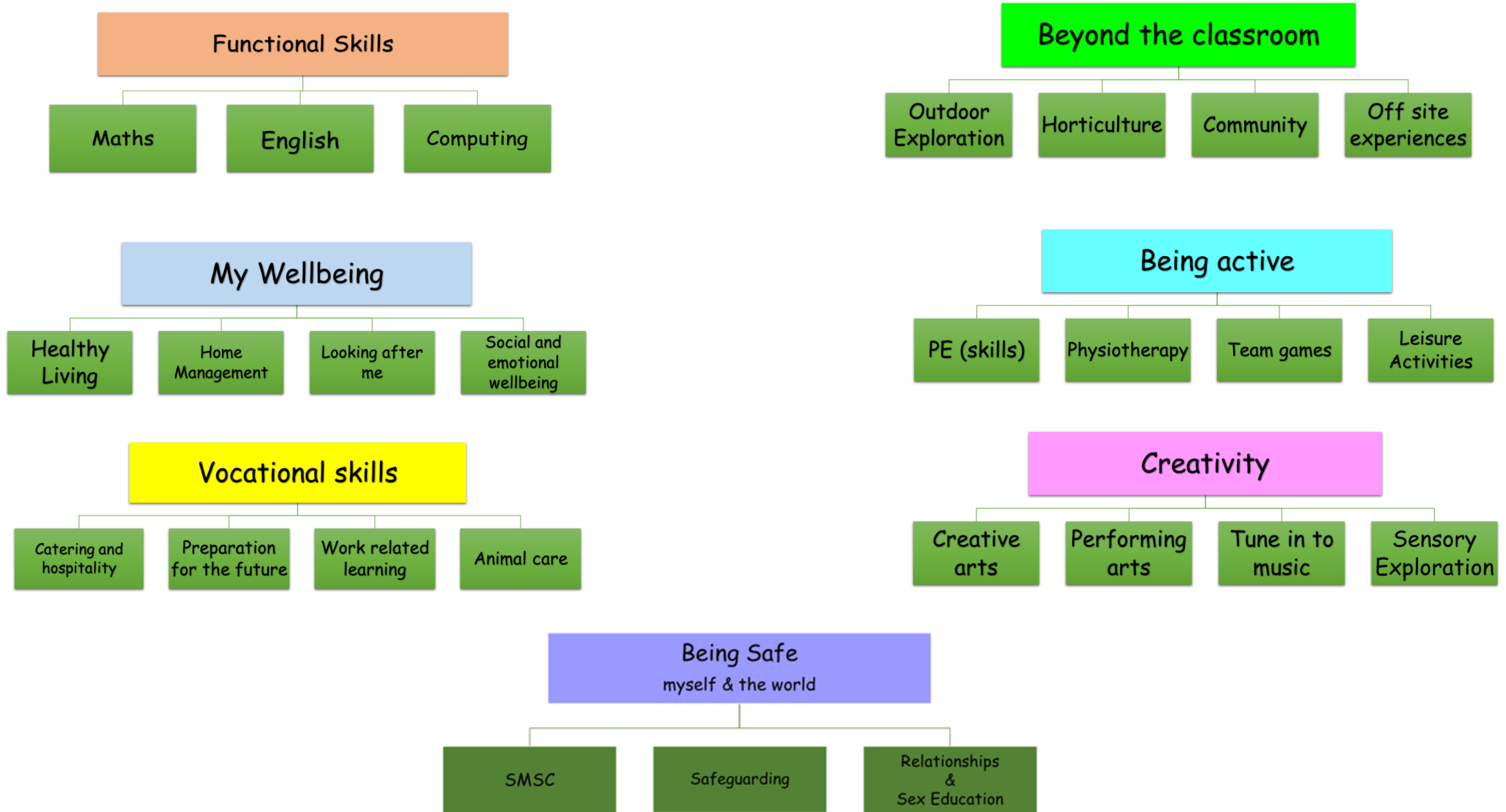
Being Active

Vocational
skills

Creativity

Being Safe

Curriculum module and unit overview



Module title



Functional Skills

Unit titles



Maths

English

Computing



Brief overview of some learning activities in each unit of work.



- Money
- Time
- Weights and measures
- Key concepts
- Number

- Communication
- Social interaction
- Reading
- Symbol recognition
- PECS
- Writing

- Exploring and experiencing computing and a range of digital devices for leisure.
- Accessing ICT to include, computer, iPad, tablet, laptop, interactive whiteboard, smartboard.
- Internet safety

Beyond the classroom

Outdoor Exploration



- Explore all areas and facilities outdoors.
- Engage in and enjoy nature.
- To look after the local environment.
- To engage in the world around us.

Horticulture



- Planting fruit and vegetables from seed.
- Improving an area in the local environment.
- Gardening for leisure.
- Plant care.
- To use a range of gardening equipment safely.

Community



- Accessing the local community.
- Visiting a range of facilities and stores.
- Road safety.
- How to be safe in the community.
- Using money in real life situations.

Off site experiences



- Day trips and experiences to places out of the local community e.g. seaside, farm, London etc.

My Wellbeing

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graph TD; A[My Wellbeing] --> B[Healthy Living]; A --> C[Home Management]; A --> D[Looking after me]; A --> E[Social and emotional wellbeing]; B --> B1[• Health]; B --> B2[• Fitness]; B --> B3[• Healthy eating]; B --> B4[• Personal safety]; C --> C1[• Life skills and household tasks including, washing and drying clothes and dishes, making the bed, cleaning different surfaces, mopping, sweeping, vacuuming, safely making a drink and preparing a meal or snack.]; D --> D1[• Personal hygiene and appearance]; D --> D2[• Health and wellbeing]; D --> D3[• Staying safe in school, at home and in the community.]; D --> D4[• Making decisions about what you like and don't like.]; E --> E1[• Social interaction with peers and young people from other schools.]; E --> E2[• Opportunities to socialise within the local community.]; E --> E3[• Emotional and mental wellbeing.]; E --> E4[• Self regulation and support to understand how you feel.];
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Healthy Living



- Health
- Fitness
- Healthy eating
- Personal safety

Home Management



- Life skills and household tasks including, washing and drying clothes and dishes, making the bed, cleaning different surfaces, mopping, sweeping, vacuuming, safely making a drink and preparing a meal or snack.

Looking after me



- Personal hygiene and appearance
- Health and wellbeing
- Staying safe in school, at home and in the community.
- Making decisions about what you like and don't like.

Social and emotional wellbeing



- Social interaction with peers and young people from other schools.
- Opportunities to socialise within the local community.
- Emotional and mental wellbeing.
- Self regulation and support to understand how you feel.

Being active

PE (skills)



- To experience, practise and learn the skills required to take part in a team game and any sporting activity.

Physiotherapy



- Students are supported to complete their individual physio programmes which are written by the Physiotherapists.

Team games



- Team games of boccia, rounders, volleyball, tennis, cricket, basketball, football, netball etc.
- All students experience being a member of a team.
- Some students develop their leadership skills by leading a team.

Leisure Activities



- Visits into the community to learn about leisure facilities and activities in the local area.
- Opportunities to take part in sporting activities with other schools.
- Sports events at different venues, e.g. Stoke Mandeville Stadium .

Vocational skills

Catering and hospitality



- Identifying utensils and ingredients.
- Cookery
- Preparing simple snacks and meals
- How to use a kitchen safely.

Preparation for the future



- Being responsible for themselves and their belongings
- Transition to next stage of life (next key stage, into post 16 or after school)
- Planning for future destinations

Work related learning



- Work experience in school (office skills and classroom jobs)
- Work experience in the local community
- Work experience with The National Trust at Waddesdon Manor. (Post 16)

Animal care



- Visits and work experience opportunities on a working farm.
- Projects with the school dog, Patience.
- Caring for pets.

Creativity

Creative arts



- To experiment, explore and create art with a range of two and three dimensional art materials.
- To experience the work of different artists
- To experience different styles of art.

Performing arts



- To take part in role play and drama
- To play an active part in an appropriate role in our school production.
- Some students would be involved in writing the script for the school production.

Tune in to music



- To explore, experience and play a range of instruments.
- To experience and listen to a range of live musicians.
- To listen to different styles of music and make a preference.
- To make music using digital equipment.

Sensory Exploration



- Activities to stimulate the senses; touch, smell, taste, sight and hearing.

Being Safe myself & the world

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graph TD; A[Being Safe myself & the world] --> B[SMSC]; A --> C[Safeguarding]; A --> D[Relationships & Sex Education]; B --> B1[Own and Other Cultures (diversity)]; B --> B2[Feeling Good about Myself (self-esteem)]; B --> B3[Learning about Right and Wrong (the rule of law)]; B --> B4[Democracy (voting)]; C --> C1[Keeping Safe (Child Friendly Safeguarding Poster)]; C --> C2[Anti-Bullying]; C --> C3[Radicalisation]; C --> C4[Online Safety]; C --> C5[People Who Help Us]; D --> D1[Growing up (changes in my body)]; D --> D2[Appropriate Touch]; D --> D3[Personal & Private]; D --> D4[Menstruation]; D --> D5[Masturbation]; D --> D6[Relationships];
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SMSC

Own and Other Cultures
(diversity)

Feeling Good about Myself
(self-esteem)

Learning about Right and
Wrong
(the rule of law)

Democracy
(voting)

Safeguarding

Keeping Safe
(Child Friendly Safeguarding
Poster)

Anti-Bullying

Radicalisation

Online Safety

People Who
Help Us

Relationships & Sex Education

Growing up
(changes in my body)

Appropriate Touch

Personal & Private

Menstruation

Masturbation

Relationships

Example of a unit of work

What students will learn and achieve when working on this module.

Ideas of how learning can be continued at home.

Module Title: Functional Skills Unit Title: English—Reading		Unit aim: To experience reading and to develop a range of reading skills			
Learning Links: Functional skills—English - Communication and writing, Functional skills computing, Beyond the classroom—all units, Vocational skills all modules, My wellbeing—all units.					
Home Learning Opportunities: To listen to stories and read them with support, to read signs and labels in the local community and around the home. Visits to the local library.					
Previously successful activities: Sensory story sessions, stories with objects of reference, reading a range of texts, information sources, reading pictures, symbols, words. Visits to the library. Sharing books with adults and peers.					
Encounter and Explore		Engage and Respond	Initiate and Develop	Apply and Generalise	Consolidate and Expand
The Curriculum offers 'contexts for learning' within the 5 Areas of Engagement. Students are developing concepts and skills that are pre-requisites for subject specific learning. In sensory activities in familiar and accessible contexts, students:			The Curriculum offers specific learning within the <i>Pre-Key Stage Standards</i> . Students are engaged in subject-specific learning In structured activities, in familiar and accessible contexts, students:		The Curriculum offers specific learning within the <i>Pre-Key Stage Standards</i> . Students are engaged in subject-specific learning In structured activities, in both familiar and new contexts, students:
Not yet at Subject Specific Learning (PMLD)		Subject Specific Learning (pre-NC, NC entry levels)		Extended Learning	
Exploration (Routemap 1 to 6) Change facial expressions when people or objects disappear from view (e.g. peek-a-boo; object falls from a table). Demonstrate a brief interest in sounds or sights in their environment. Demonstrate contentment or distress through expressions and body language in reaction to a situation. Demonstrate feelings of happiness or sadness in response to stimuli. Demonstrate surprise or excitement in reaction to a situation (e.g. unexpected action). Imitate sounds in their own manner when interacting with a familiar member of staff or more able peer. Localises a light or sound source regularly without prompting.	Anticipation & Persistence (Routemap 14 to 21) (Routemap 22 to 31) Act upon auditory or visual indications in close proximity that signal events (e.g. sound of a bell indicating the end of the lesson; the sight of cutlery being put on the table). Answer YES / NO questions using gestures or facial expressions when working with a member of staff. Greet familiar people with consistent responses when contact is initiated by a member of staff. Respond differently to loud and soft noises. Respond to simple questions with appropriate responses (e.g. look at their shoe when asked where it is). Explore pages in books visually / haptically when working with a member of staff. Turns the page of a book when 'reading' with a member of staff.	Word Reading (standards 1 & 2) - Standard 1 Recognise familiar objects with symbols (e.g. cornflakes box). Identify symbols and letters, demonstrating an understanding that they convey meaning. Pre-empt the correct noises or signs from a known story. Communicate where they see different writing (e.g. in shops, at the cinema). Recognise their name in the environment. Look for the initial letter of their name. Choose a book by signing or saying a repetitive word or phrase that's contained within.	Word Reading (standards 3 & 4) - Standard 3 Echo sound patterns. Identify the initial sound of spoken words. Identify words beginning with letter sounds from their name. Listen to, and copy, the sound of words. Identify the name of all letters. Say the single sound for 20+ graphemes. Relate letter sound to letter name. Match numerals to ten. Match three letter words. Attempt to sound each letter out in CVC word with some support. Recognise some common written words (e.g. mum, cat, dog). Read accurately by blending the sounds in words with two and three known graphemes.	Word Reading (standards 5 & 6) - Standard 5 Blend letter sounds and consonant clusters with some support. Read accurately by blending sounds in words that contain the common graphemes for all 40+ phonemes. Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs). Read aloud many words quickly and accurately without overt sounding and blending. Read many common exception words. Sound out many unfamiliar words accurately. Read familiar books with concentration and attention. Stop to re-read when they realise the text isn't making sense. Employ knowledge of root word when reading (root)+(suffix).	

Cross curricular links. Areas where learning can be reinforced in other modules.

Levels of differentiation (more details on the next page)

Individual learning outcomes

Differentiated learning outcomes

- The differentiated learning outcomes are specific to each unit of work.
- In each unit of work there are 5 levels of differentiation, these are Encounter and explore, Engage and respond, Initiate and develop, Apply and generalise, Consolidate and expand. See below

Encounter and Explore	Engage and Respond	Initiate and Develop	Apply and Generalise	Consolidate and Expand
<p>The Curriculum offers 'contexts for learning' within the 5 Areas of Engagement.</p> <p>Students are developing concepts and skills that are pre-requisites for subject specific learning.</p> <p>In sensory activities in familiar and accessible contexts, students:</p>	<p>The Curriculum offers specific learning within the Pre-Key Stage Standards.</p> <p>Students are engaged in subject-specific learning</p> <p>In structured activities, in familiar and accessible contexts, students:</p>			<p>The Curriculum offers specific learning within the Pre-Key Stage Standards.</p> <p>Students are engaged in subject-specific learning</p> <p>In structured activities, in both familiar and new contexts, students:</p>
Not yet at Subject Specific Learning (PMLD)	Subject Specific Learning (pre-NC, NC entry levels)			Extended Learning

- Within each level of differentiation the amount of support a student would require can vary from hand over hand and physical support to verbal guidance, supervision or independent.

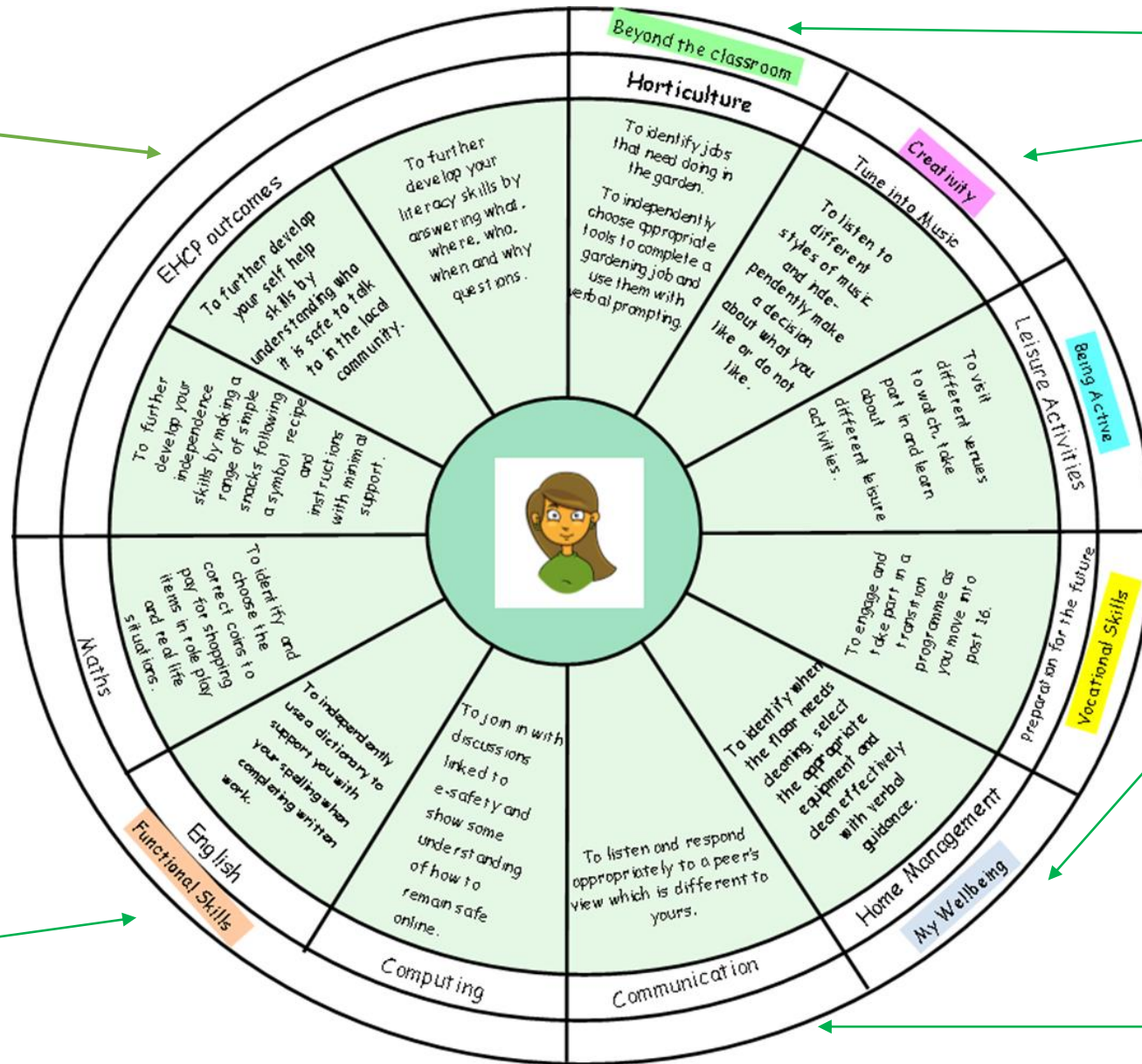
Individual learning wheels - termly target setting

Learning outcomes linked to individual statement or EHCP outcomes.

Differentiated learning outcomes for each of the modules of work

Specific differentiated outcomes for each of the units within the functional skills module.

Specific target linked to speech and language therapy, physiotherapy or occupational therapy, as required by individual.



Individual learning wheels - end of term recording progress

Progress towards Statement and EHCP outcomes is recorded at the annual review.



Teachers assess the students throughout the term and at the end of the term. They highlight each outcome to show how much progress the individual has made in each of their learning outcomes. Colour coding system is shown below.

Green = outstanding progress made, the outcome has been achieved

Yellow = good progress made towards achieving the outcome. The outcome will be repeated.

Red = minimal progress made, interventions put in place to support students learning.

Evidence of learning and progression folders

- An evidence of learning sheet is completed for each learning outcome on students' learning wheel.
- This sheet is completed by the Class Teacher or Senior Learning Support Assistant.
- Students are assessed at three points during the term (starting point, middle and completed as highlighted on the sample to the right).
- The evidence of learning sheet clearly shows the progress that each student is making in each of their learning outcomes.
- Photographs and examples of work support the written evidence on the evidence of learning sheet.
- Each student has an evidence of learning and progression folder which contains their learning wheels, evidence of their learning and progress for each of the modules and outcomes on their individual learning wheel.
- This is a sample of an evidence of learning sheet.



Evidence of learning	
Name: A. Person	
Module: My Wellbeing	Unit: Home Management
Learning outcome: To sort clothes into colours and whites and use the washing machine independently.	
Date: January 2020	
Level of Support Modelling, verbal prompting and verbal guidance.	Time in unit Starting point
Comments: A was engaged in the lesson where he was looking at a range of clothing items. He was able to identify the colour of the items and with initial modelling and verbal prompting he could match them to coloured labels on two baskets (white and colours). Once he had sorted the items he was able to carry the basket to the washing machine. He needed verbal guidance to open the door and load the machine. He was then able to follow symbolised instructions to put the powder and softener into the machine. He recognised the 'on' button and pushed this independently, he then asked 'What next?' He was then able to follow verbal and symbol instructions to select the correct setting and push start.	
Date: February 2020	
Level of Support Symbolised instructions, adult supervision and independent.	Time in unit Middle
Comments: A was able to independently sort the washing into two groups. He understood that all the white items needed to be together. When staff asked him, 'Why are the white items washed separately?' He replied, 'black makes white dirty'. After sorting the items, he went to the washing machine and was able to open the machine door, load the machine and close the door independently. He then use the symbolised instructions to select the correct setting on the machine, to put the powder and softener in and to start the machine.	
Date: March 2020	
Level of Support Independent.	Time in unit Completed
Comments: Today A was asked to sort out a pile of washing, he independently sorted the items into whites and colours. He then took the basket of washing to the washing machine, he was able to successfully load and operate the machine independently. Well Done A, you have achieved your learning outcome.	
Next steps: To successfully dry your washing using either a tumble dryer or by pegging it onto a washing line.	