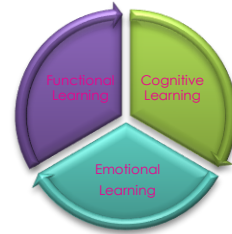


# Curriculum Focus



- Why?

- Preparation for adult life needs to be the focus for education with a curriculum which provides opportunities for developing independent and fulfilled lives. The curriculum can support students in preparation for adulthood by offering learning which encompasses cognitive, emotional and functional development. This must focus on ASC strengths and areas of need, and in developing good mental health.

- What?

- The curriculum needs to be broad and balanced; creative; and well articulated. The curriculum needs to offer pathways for learning which are flexible in order to meet the needs of each student in preparation for adulthood. The curriculum needs to focus on specific aspects of learning which can be barriers for students with ASC such as communication, social relationships, processing and sensory aspects.

- How?

- Pathways for learning need to take into account each student's starting points and aspirations for adulthood. EHCP plan outcomes need to be well defined and directly related to 'targets / outcomes'. Sixth Form learning needs to have a distinct focus on transition towards adulthood (accredited courses; next steps into further education). Therapeutic learning with input from SaLT, OT, psychology and other relevant therapies need to be an integral part of joint planning, implementing and assessing.

# Aspirational Learning Being Ambitious

## Our Vision

A world which recognises, understands and values autistic people, and where they and their families receive the services and support they need throughout their lives.

## Our Mission

To advocate, provide and develop high-quality services, information, and support, in partnership with others, for all those whose lives are affected by autism.

To recognise and respond to the needs of the individual, enabling autistic people to live their lives with dignity, choice and independence.

Our well trained and passionate staff offer a wide range of services to help individuals to live their lives the way they want.

<https://www.autismeastmidlands.org.uk/about-autism/>

# Aspirational Learning Being Ambitious

All those affected by autism have differing levels of difficulty in:

- Communication – many things that people without autism take for granted, such as words, gestures, tones of voice and facial expressions can mean little to autistic people and can be often confusing and open to misinterpretation
- Social relationships – autistic children and adults can often be indifferent to other people, members of the public, friends and even their parents / carers. They may struggle to make or maintain friendships.
- Processing – abstract ideas, imaginative thought and activities are affected and autistic people can face great difficulties in generalising their experiences to different settings.
- Sensory – some autistic people can be under (hypo) or over (hyper) sensitive to sounds, smells, touch, taste and textures, for example lights can be too bright, sounds can be too loud and touch can be painful. Others may need to seek out sensations in order to feel okay.

<https://www.autismeastmidlands.org.uk/about-autism/>

# Curriculum Intent

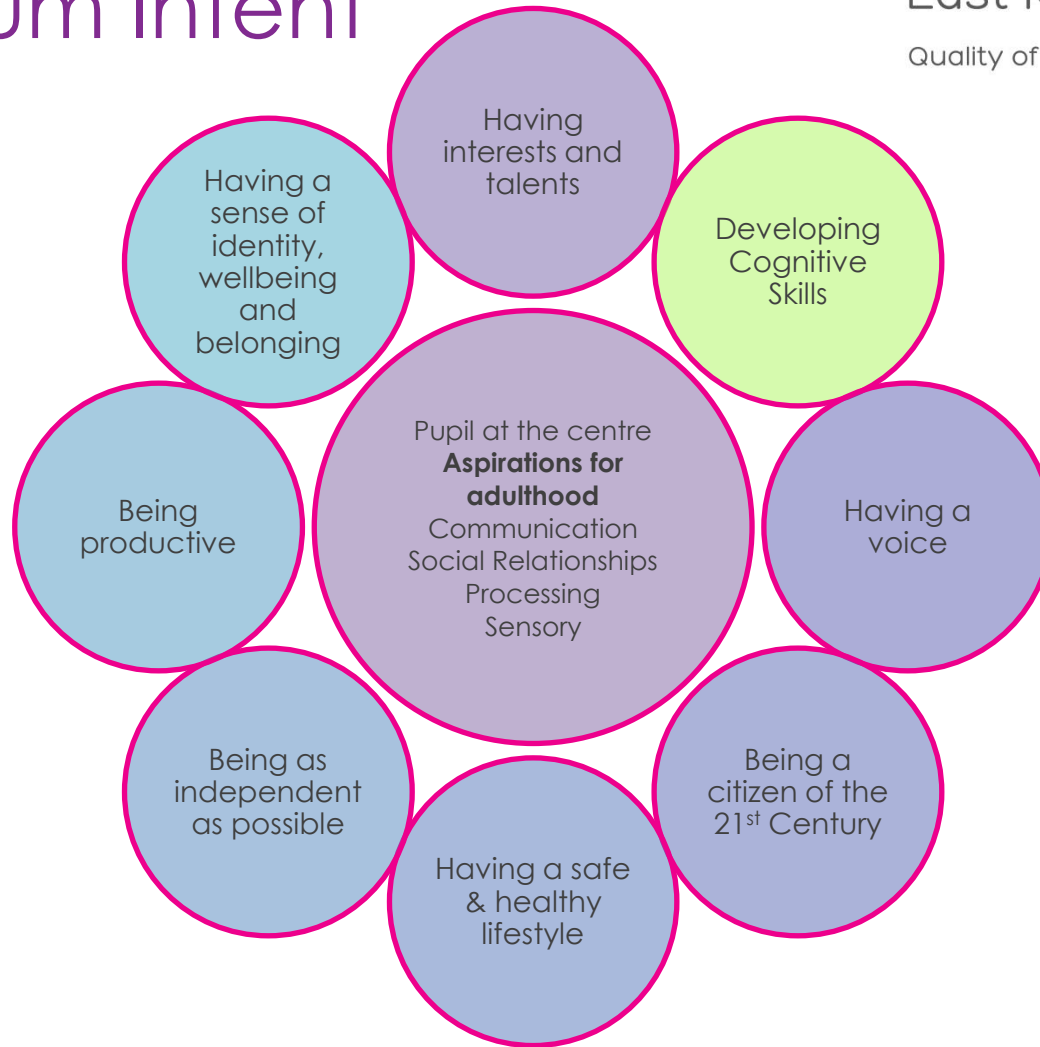
The intent of the curriculum at Sutherland House School is to enable pupils with Autism Spectrum Condition (ASC) to engage in learning which is meaningful, enriching and specific to their talents and interests (strengths) and to the experiences that can be posed by autism (needs).

Educational, Health & Care Plan outcomes inform the Individual Learning Plan (IEP) targets. During the Annual Review process and throughout the year we work closely with the pupils, their families, relevant external stakeholders, the education team and the clinical team to ensure that all targets are meaningful and aspirational.

The Sutherland House School curriculum provides a holistic approach to developing cognitive learning, emotional learning and functional learning. This is achieved through the coming together of educational and therapeutic approaches with particular focus on developing Communication, Social Relationships, Thought Processing and Sensory Processing.

We value and celebrate each pupil's individuality and achievements. We want our pupils to have a voice and be actively engaged in their learning and life. Our aim is to support each pupil to improve his/her life opportunities towards fulfilling and productive adulthood experiences.

# Curriculum Intent



# Curriculum Implementation

The SHS Curriculum content has been organised into three phases: Primary, Secondary and Post 16.

Each phase has three Modules: My Skills; My Enrichment; Myself & The World.

The SHS Curriculum is designed to offer sequenced learning through scaffolded steps which build onto one another. Each subject has specific Programmes of Study.

The SHS Curriculum has a distinct approach to Post 16 with focus on preparation for adulthood.

## PRIMARY – Early Years; Key Stage 1; Key Stage 2

### My Skills

English  
Maths  
Science  
ICT

### My Enrichment

Art and D&T  
Drama  
PE  
Skills for Life  
Talents & Interests

### Myself & The World

SMSC  
Safeguarding  
PSHE  
Health Education  
Wellbeing

## SECONDARY – Key Stage 3; Key Stage 4

### My Skills

English  
Maths  
Science  
ICT

CAREERS

### My Enrichment

Art and D&T  
Drama  
PE  
Life Skills  
Active Living  
Talents & Interests

CAREERS

### Myself & The World

SMSC  
Humanities  
Safeguarding  
PSHE & RSE  
Wellbeing

CAREERS

## POST 16 – Key Stage 5 - PREPARATION FOR ADULTHOOD

### My Skills

English  
Maths  
Science  
ICT

*focus on functional  
application of learning*

CAREERS

### My Enrichment

Work Experience  
Employability  
Active Living  
Healthy Lifestyle  
Talents & Interests

CAREERS

### Myself & The World

Community Services  
Local amenities  
Rights & Responsibilities  
Finance  
Safeguarding  
PSHE & RSE  
Wellbeing

CAREERS

# Curriculum Implementation

# Curriculum Implementation

## EHCP & IEPs

Education, Health and Care Plans (EHCPs) are reviewed annually and the EHCP outcomes are reflected in the Individual Education Plans (IEPs) which are reviewed three times per school year. The IEPs facilitate learning across the curriculum and are personalised to the individual needs of each pupil.

Summative assessments of pupil progress at Cognitive, Emotional and Functional levels take place three times per school year at the end of each term (Autumn, Spring, Summer) in line with the IEP target review.

In addition to this, there are mid-term reviews of progress at the end of each half term (Autumn – 1<sup>st</sup> half; Spring – 1<sup>st</sup> half; Summer – 1<sup>st</sup> half). These reviews focus on tracking progress and making any adjustments needed.

Summative assessment of cognitive levels supports the setting of IEP targets by identifying the attainment levels of each pupil and informing differentiation of learning through the different Learning Pathways.

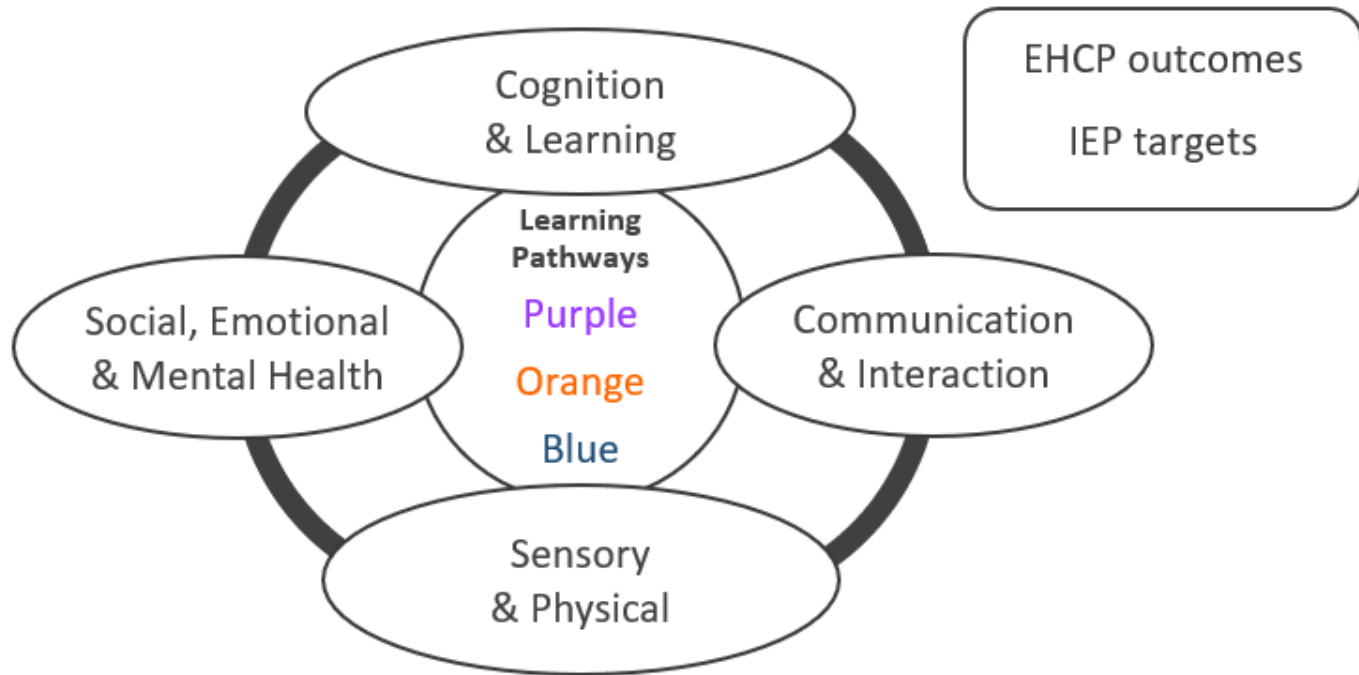
The Multi-disciplinary Team (MDT) meetings offer opportunities for formative and summative assessments of pupil progress and contribute to a holistic approach to assessment. The MDT meetings notes offer invaluable qualitative evidence of progress and identification of areas of need for each pupil in the school.

There are opportunities for pupils to reflect on their learning at their level of ability and, in doing so, they are empowered to contribute to their own learning journey.

Formative assessment takes place every day through direct observations of learning by all education staff; pupil reflection on learning at plenary and other suitable opportunities.



# Curriculum Implementation



# Curriculum Implementation EHCP & EYFS

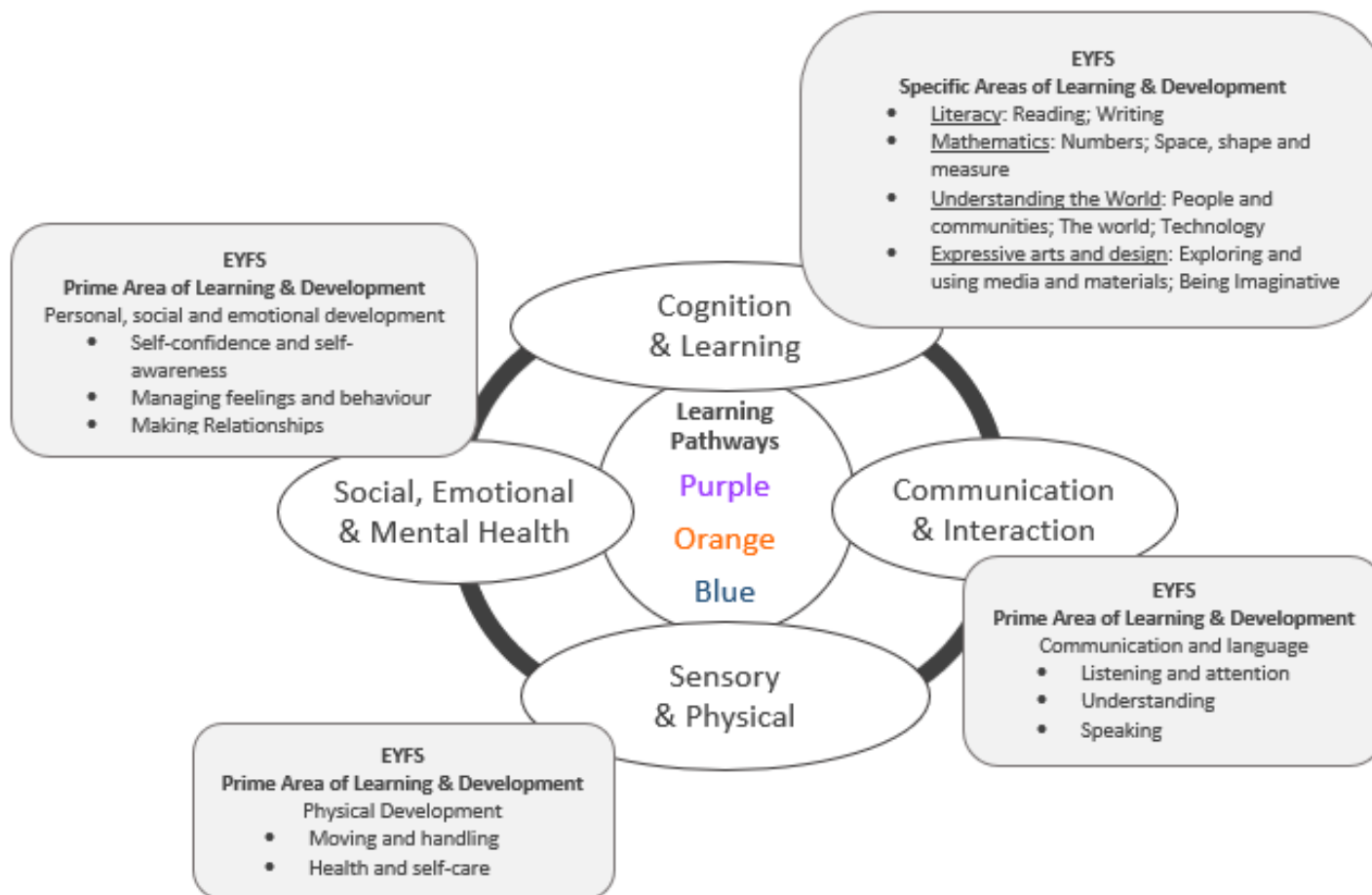
## The Learning Goals

In line with the Statutory Framework for the Early Years Foundation Stage (2017), each child has 'early learning goals' reflected in their Individual Educational Plans (IEPs) related directly to the child's Education Health and Care Plan (EHCP) outcomes. Learning activities are planned to reflect children's interests and individual characteristics with each Learning Pathway. The aim is to provide each child with a challenging and enjoyable experiences.

## EYFS and EHPC

In line with the Statutory Framework for Early Years Foundation Stage (2017), the School Curriculum covers the prime and specific areas of learning and development which correlate to the four areas of need specified in the SEND Code of Practice (2015) as defined in each child's Education, Health and Care Plan (EHCP).

# EHCP & Early Years Foundation Stage



# 5 Areas of Engagement

Information from DfE – Standard & Testing Agency

If a pupil is working below the standard of these Pre-Key Stage Standards, their statutory outcome should be reported using the relevant P Scales up to until the 2019/20 academic year, and the Engagement Model from the 2020/21 academic year.

Teachers should recognise the progress of individual pupils, setting targets that refer to agreed outcomes within the Special Educational Needs and Disability Code of Practice 2015, where appropriate.

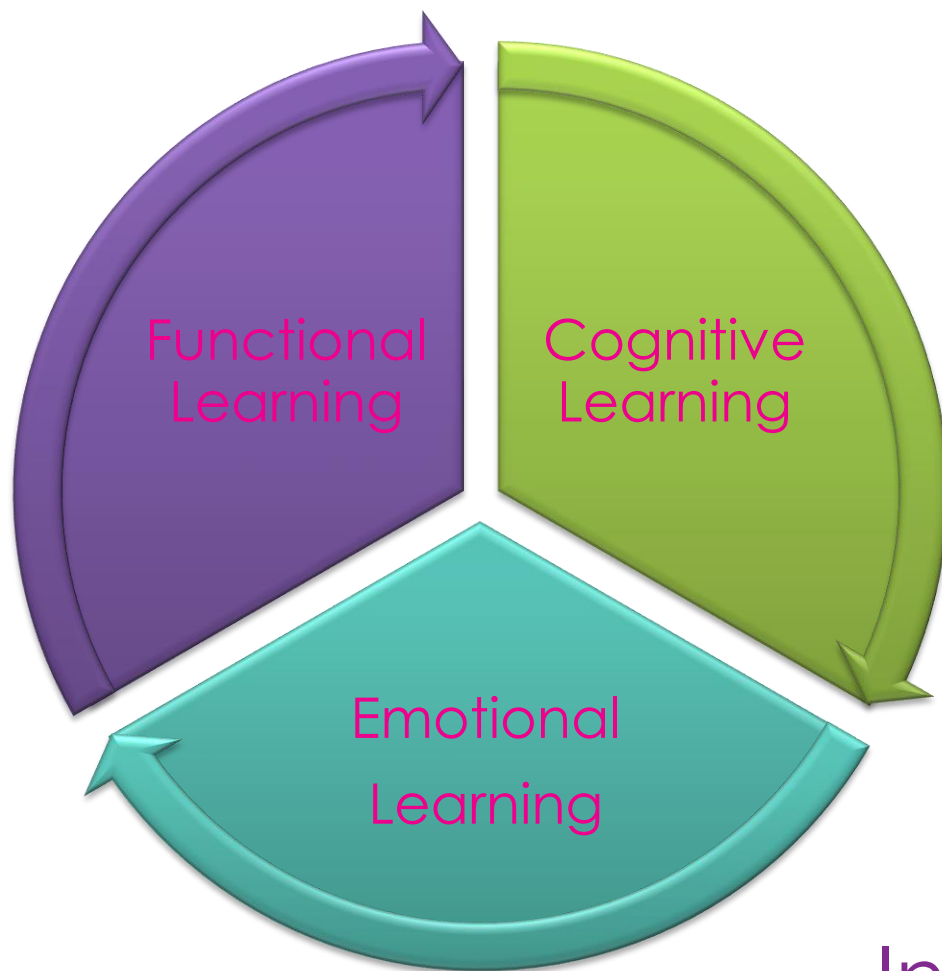
In line with the Statutory Framework for Early Years Foundation Stage (2017), the School Curriculum covers the prime and specific areas of learning and development which correlate to the four areas of need specified in the SEND Code of Practice (2015) as defined in each child's Education, Health and Care Plan (EHP).

Rochford Review Report – 5 Areas of Engagement

In line with the Rochford Review Report (October 2016) and The Engagement Model – Guidance for maintained schools, academies (including free school) and local authorities (Standards & Testing Agency, March 2020), pupils who are not yet engaged in subject specific learning have learning programmes which correlated to the four areas of need specified in the SEND Code of Practice (2015) as defined in each child's Education, Health and Care Plan (EHP) and the 5 areas of Engagement.



# 5 Areas of Engagement



## Integrated Learning

# Learning Approaches Implementation

At Sutherland House School we offer personalised learning that has a balance between challenge and repetition

By allowing choice and offering more than one way for our pupils to demonstrate that they know, understand and can do.

By allowing pupils to work together in peer groups.

By allowing for differentiated pace and learning styles.

By referencing to prior knowledge and learning to ensure long-term learning and generalisation of knowledge and skills.

By ensuring that learning environments offer low arousal to suit sensory processing styles of pupils with ASC (Autism Spectrum Condition).

By offering opportunities for pupils to develop resilience and to manage potentially challenging situations.

By encouraging the use of technology where appropriate to support pupils' learning, talents and interests.

By being creative with teaching and the learning activities offered.

By encouraging independent learning projects to develop pupils' talents and interests.

By offering a well-coordinated approach to learning with the support of a strong clinical team.

By offering interventions where needed, led by detailed functional analysis and systematic analysis of progress data.

By offering pupils, where appropriate, the opportunity to develop self-assessment techniques and by encouraging pupils to set their own challenges.

# Learning Approaches Implementation

## Repetition that supports long-term learning

Through repetition pupils have the opportunity to practice and practice again. This supports the mastering of new skills and long-term learning.

Through repetition pupils develop the ability to recall learning more quickly and with confidence.

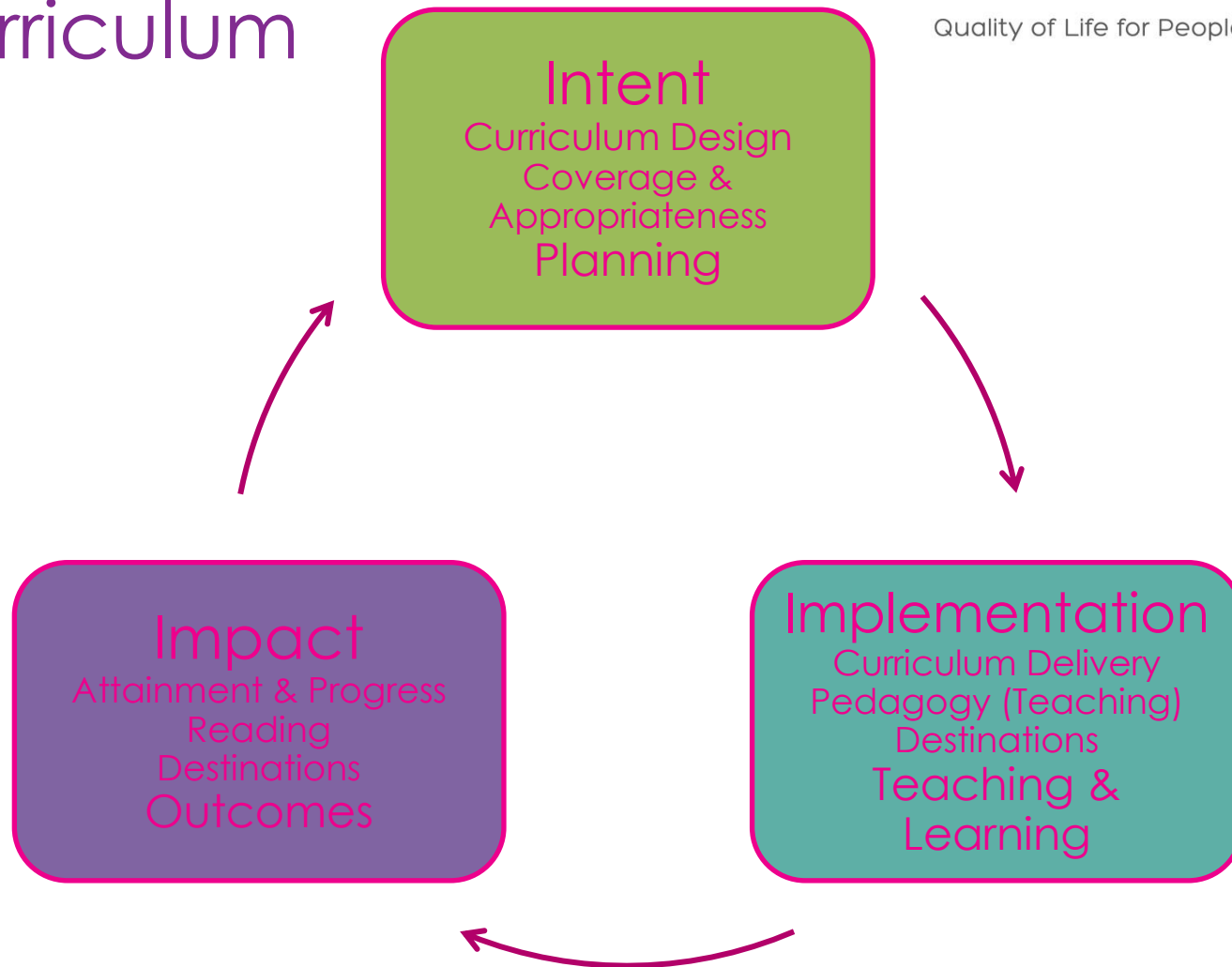
At Sutherland House School we take account the differences in sense perception presented by pupils with ASC (Autism Spectrum Condition) and engaging the senses in the learning process (sight, smell, taste, hearing, touch, vestibular, proprioception).

In this way we create opportunities for a multisensory connection to the concepts and skills being taught. This in turn supports pupils to develop long-term learning.

Long-term learning supports generalisation of skills.



# A new way of looking at Curriculum



# Learning Pathways Implementation

Curriculum content and approaches to learning are differentiated to meet the needs of pupils at different Learning Pathways (Purple, Orange, Blue).

A pupil might be learning at different pathways for different subjects or move between pathways over time.

This offers a flexible approach to learning and reflects the strengths and needs of each pupil.

# The Curriculum at Sutherland House School IMPLEMENTATION

## Purple Learning Pathway

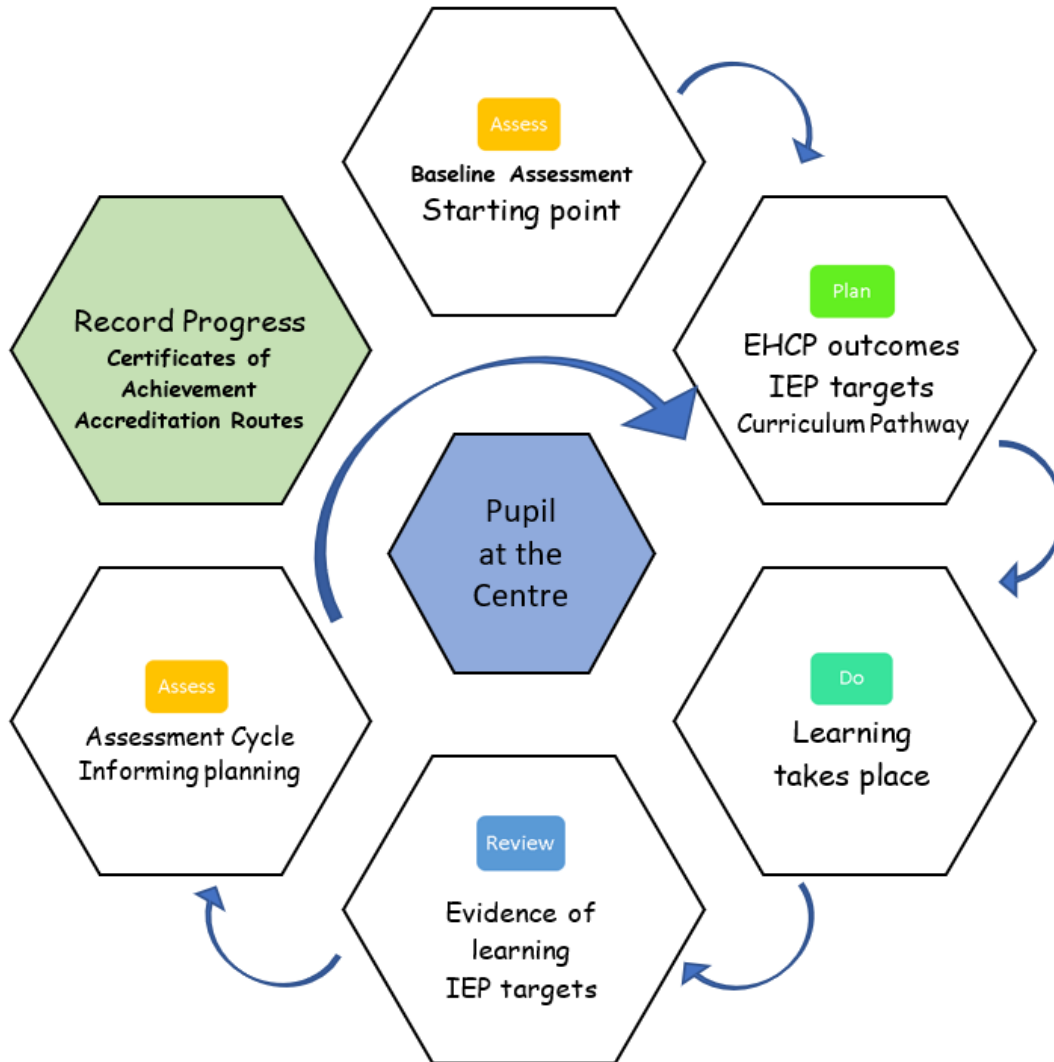
- Pupils who are not yet engaged in subject-specific learning or at early stages of subject-specific learning
- Emphasis on *sensory learning* with Curriculum Modules for 'My Skills', 'My Enrichment, 'Myself & The World' (contexts for learning)
- Emphasis on developing *engagement for learning* in preparation for subject specific learning combining structured and flexible approaches (learning how to learn)
- Accreditation Routes for KS4 & Post 16 - OCR, AQA,

## Orange Learning Pathway

- Pupils who are engaged in subject-specific learning below the NC assessment standard
- Emphasis on *cognitive learning* with Curriculum Modules for 'My Skills', 'My Enrichment, 'Myself & The World' (functional learning)
- Emphasis on developing *learning routines* for subject specific learning combining structured and flexible approaches (skills for learning)
- Accreditation Routes for KS4 & Post 16 - OCR, AQA

## Blue Learning Pathway

- Pupils who are engaged in subject-specific learning at NC assessment standard
- Emphasis on *cognitive learning* with Curriculum Modules for 'My Skills', 'My Enrichment, 'Myself & The World'
- Emphasis on developing *independent learning* routines for subject specific learning combining structured and flexible approaches (skills for learning)
- Accreditation Routes for KS4 & Post 16 - OCR, AQA, GCSE



## Assessment at Sutherland House School IMPLEMENTATION

# Assessment Implementation

Education, Health and Care Plans (EHCPs) are reviewed annually and the EHCP outcomes are reflected in the Individual Education Plans (IEPs) which are reviewed three times per school year. The IEPs facilitate learning across the curriculum and are personalised to the individual needs of each pupil. Progression towards IEP targets is assessed three times per year from half-term to half-term.

Progression Steps (BSquared) is the assessment framework software adopted by the school. Assessments take place six times per school year at each half-term.

The Multi-disciplinary Team (MDT) meetings offer opportunities for formative and summative assessments of pupil progress and contribute to a holistic approach to assessment. The MDT meetings notes offer invaluable qualitative evidence of progress and identification of areas of need for each pupil in the school.

There are opportunities for pupils to reflect on their learning at their level of ability and, in doing so, they are empowered to contribute to their own learning journey.

Formative assessment takes place every day through direct observations of learning by all education staff; pupil reflection on learning at plenary and other suitable opportunities.



## Assessment at Sutherland House School IMPLEMENTATION

# Curriculum Impact

The impact of the curriculum at Sutherland House School is demonstrated through evidence of learning against aspirational expectations for each pupil.

We look at impact in an integrated way:

Pupils are engaged, enjoy learning and develop a sense of pride in their achievements.

Pupils' make good progress at cognitive, emotional and functional levels from their starting points.

Pupils develop emotional resilience and as much independence as possible from their starting points.

Pupils access learning opportunities through a rich curriculum with differentiated Learning Pathways in line with their EHCP outcomes.

Pupils develop Reading Skills through phonics and other approaches where relevant.

Pupils learn about life in a multi-cultural society where equality and diversity are celebrated.

Pupils' learning is validated through accreditation routes such as OCR, AQA and GCSE.

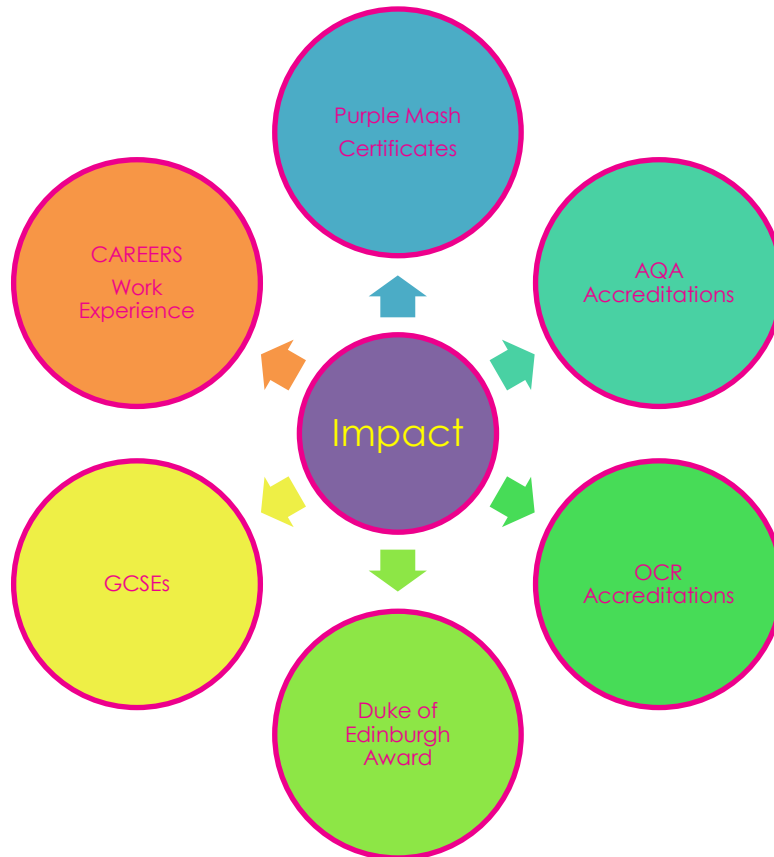
Pupils develop self-esteem, learn to value their identity and have opportunities to develop their talents and interests.

Pupils learn to keep themselves safe and to have a healthy lifestyle.

Pupils are prepared to transition into adulthood at suitable destinations which offer opportunities and support at the right level.

Pupils have opportunities to be productive and to access employability in adulthood.

# Curriculum Impact



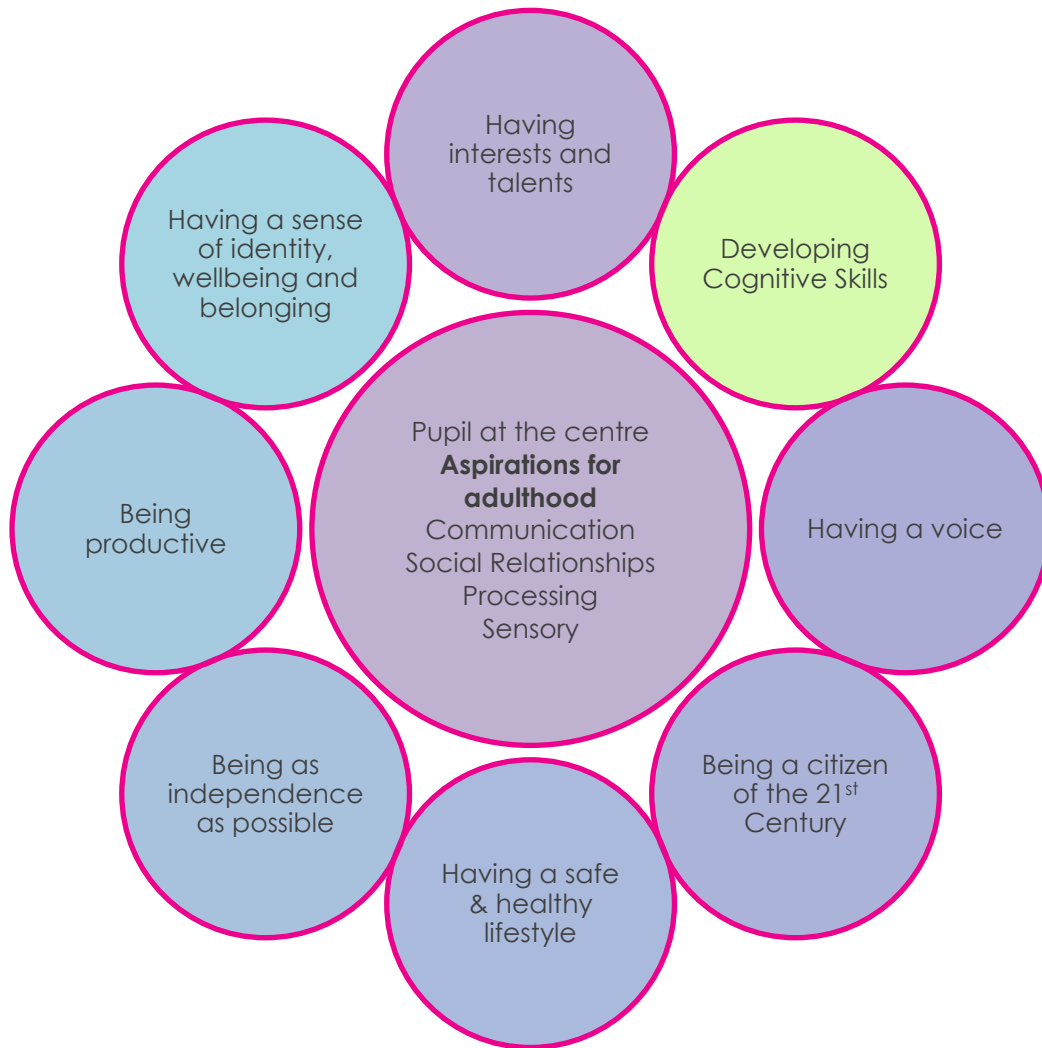
At Sutherland House School, pupils work towards developing knowledge, skills, interests and talents which equip them to have productive and fulfilling adult lives.

For pupils at the Primary Phase this is recognised through the Purple Mash Certificates.

For pupils at the Secondary Phase and at Post-16 this is recognised through a range of accreditation routes available to all pupils.

The focus for accreditations is specific to each pupil. Pupils are involved in deciding accreditation routes as part of CAREERS assessments and support.





## Outcomes at Sutherland House School IMPACT

Being ambitious  
for our pupils!

# The Curriculum at Sutherland House School

## Next Steps

- Update the Programmes of Study for each subject, for each Learning Pathway
- English – Reading – embed approaches and Reading Scheme
- Maths – embed approaches and trial NUMICON
- Science – strengthen the Science offer to our pupils
- ICT – develop curriculum further
- Post 16 – develop curriculum further
- CAREERS – embedding across subjects and strengthening from KS3
- Develop the routes to Accreditation further for all pupils from KS3 onwards
- Introduce new Assessment Frameworks and approaches to assessment
- Liaise with the Clinical Team for approaches and resources
- And more...