

**Outcomes
First
Group.**

**ACORN EDUCATION
AND CARE**

OptionsAutism

SCHOOLS CURRICULUM POLICY



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1.0 SCHOOL BACKGROUND INFORMATION AND RATIONALE

Barton School (part of the Outcomes First Group) is a day school for children and young people aged 8-19 years. All the students have a diagnosis of autism, many have additional complex needs including social emotional and mental health difficulties, global delay, communication and sensory differences. Students are placed from a range of local authorities including North Lincolnshire, Northeast Lincolnshire, Hull, East Riding and North Yorkshire.

Currently the school can accommodate up to 45 students, and the current range of ability, communication style, sensory differences and future aspirations are vast. This can range from students with severe learning disabilities who will require lifelong support and move on to adult care settings to students who are completing formal qualifications and move on to college and future employment. The need for our curriculum to be flexible, responsive and robust enough to meet the diverse range of needs and best prepare our young people for the ever-changing demands in modern work is an integral feature in this policy, and in our practice at Barton School.

2.0 CURRICULUM AIMS AND INTENT – WHAT WE ARE TRYING TO ACHIEVE

At Options Barton, we ensure students experience a broad and rich curriculum appropriate to their age, aptitude and stage of development. Our aim is to provide inclusive learning experiences where the young people can thrive and make choices about their own futures, overcoming any barriers.

The golden thread which runs through our curriculum and approaches to teaching and learning is the drive to ensure students leave with the right knowledge, skills, experiences and interests so that they can start a successful pathway into adulthood and through life. This may include pathway to employment; qualifications; supported/ independent living; adult care; and community inclusion. An important feature of this is to enable students to be the best versions of themselves academically, socially and emotionally. It is recognised at Options Barton that learning does not just happen in the classroom setting, but in all areas of their daily life and in all areas of the school site and wider community. For this reason, students learning takes place in a variety of contexts, making use of the on-site facilities (indoor and outdoor) and off-site facilities in the local and wider community.

At Options Barton we ensure access to the curriculum areas that are listed in the Independent School Standards (2019). We provide a curriculum that meets the young people based on their Education, Health and Care Plan, and covers a range of linguistic, mathematical, scientific, technological, human, social, physical, aesthetic, and creative aspects, as appropriate to each young person.

Our intention is to deliver a curriculum which can be adapted to meet the needs of all our students. A personalised approach will address immediate barriers to learning, communication and self-regulation; provide challenge, support and a range of pathways to achieve student's full potential both academic and in developing independence skills. Our curriculum will prepare our students for adulthood and whatever destination plans are in place for life beyond Barton School, building confidence and resilience in order to thrive and be happy.

Our personalised approach to teaching and learning recognises the unique starting points and often turbulent journey the students have taken prior to attending Options Barton, with many students having experienced fixed term and permanent exclusions, breakdown in education placements and relationships, and extended periods of time out of school. The focus for many of our students on arrival to Options Barton is for them to feel safe, regulated, develop positive relationships, and follow routines, providing the building blocks for a successful learning journey. When students start at Options Barton range of assessments are carried out by our teaching and clinical team to establish a baseline.

Progress in student's engagement, relationships, social communication and interaction and emotional wellbeing is prerequisite and often a key factor in our students being able to make progress in their learning.

We aim to ensure the curriculum on offer is broad balanced, relevant, flexible, holistic and responsive to the individual student needs and strengths. Students have access to a broad range of national curriculum subjects, topics and enrichment activities enabling students to:

- Develop key basic skills (academic and/or functional) as appropriate to each student.
- Develop independence and key life skills, and the ability to keep themselves safe in the community
- Make progress in all areas of their learning, development, their talents and individual pursuits
- Be able to access the wider community and enable informed choices
- Be able to access a wide range of experiences
- Build positive relationships
- Be the central voice in their future so that all students have the opportunity to dream big and reach their goals
- Prepare for being part of a diverse community and modern Britain, by taking part in a curriculum which promotes British values and the opportunity to develop tolerance, empathy and respect for others in a way which is functional and appropriate to each student
- Be fully prepared for their next stage in life and learning
- To be happy and be the best versions of themselves and be prepared for their future, where it leads to!

3.0 IMPLEMENTATION – HOW THE CURRICULUM IS DELIVERED

We have segmented our curriculum into two main pathways to encompass the learning journeys for all our students and how we teach them; pathway to Employment and Pathway to Independence.

In order to ensure that the young people are accessing the pathway which is appropriate to their needs we assess them informally around the time of referral, by speaking to previous placements, making visits to the young person, and reviewing the EHCP. Alongside this, we would discuss their needs with parents/carer to gauge an overview of how they would be best placed within the school. Running alongside the two main

pathways, this we have the stepping stones intervention pathway designed for support students who are experiencing significant barriers preventing them from accessing the appropriate pathway. This is designed to be short term focussed with key review period.

Pathway	Learning Style	Curriculum	Assessment	PLIs
Woodland Pathway to Employment	Semi-Formal	EHCP/NC	NC/MAPP/Accreditation	Yes (when needed)
Meadow	Pre-Formal	EHCP/learning passports	MAPP/Engagement Model/skills development	Yes
Steppingstones	Individual	EHCP	MAPP	Yes (reviewed 6 weekly)

Key: MAPP Mapping and Assessing Personal Progress. This uses a continuum of Skill Development (published by Equals) PLI Personal Learning Intention

PATHWAYS

Woodland Pathway to Employment:

Students in this semi-formal pathway, are working on National Curriculum targets or working towards formal qualifications according to their ability. This pathway recognises students are working below age related expectations for a range of reasons including gaps in the knowledge and learning experience, low levels of engagement in learning, low attendance at school, previous negative experiences in education, and barriers identified in their EHCP. The Woodland pathway supports our students to access the national curriculum/and or qualifications at the appropriate stage using a highly personalised approach so that our young people are able to achieve their learning potential and meets the needs of their EHCP outcomes.

Our curriculum has been carefully mapped out into a Long-Term Plan for each subject area, enabling links between each subject to support the retention of knowledge and leading onto appropriate qualifications identified for each subject area. Knowledge organisers have been created for each foundation subject outlining the key vocabulary and knowledge covered within topic, which links into the Medium-Term Plans.

There is a four-year rolling whole school curriculum theme has been designed to capture the students' interests, and support the development of a broader knowledge and understanding of the world we live in. Teachers plan from the whole school curriculum map and have medium term planning for the subjects they teach, which clearly outlines the differentiation for the needs of the young people. The teacher ensures that outcomes are clearly stated on their planning to inform others where the young person is expected to reach. Half termly, teachers update the progress made towards National Curriculum progression steps and towards qualifications with evidence of achieved targets on Evidence for Learning. In line with the school aims and intent this pathway enables students to work towards gaining a college placement or apprenticeship after leaving Options Barton.

In KS4/5 all students in this pathway are working towards Functional English and Maths and will then choose from a selection of additional vocational and academic qualifications to fulfil their interests and aspirations. These may include completion of BTEC, Entry level, AQA Unit Awards, and ASDAN modules. In addition to this, students in this pathway continue to access PSHE, careers and enterprise, and for those who choose to, Duke of Edinburgh. Links have been set up with local colleges and education providers in order to support an even broader access to vocational learning and work experience opportunities.

Students also work on their Personal Learning Intentions (PLIs) linked their EHCP targets, aspirations, or any specific barriers to their learning and well-being as they arise. Students are encouraged to try courses

at local colleges and be involved in work experience opportunities and using community facilities with increasing independence.

Meadow Pathway to Independence:

The students in this pathway follow Personalised Learning Intentions which is a person-centred needs approach, rather than a subject-based approach which has been developed in order to facilitate the planning and assessment of students working below the national curriculum who do not make progress in a neurotypical way.

Students in this pathway predominantly have severe and profound learning disabilities, early communication skills, and significant sensory issues. Their curriculum focuses on developing engagement, regulation and development of early communication and interaction skills using a total communication approach including Makaton, PECS and Intensive Interaction.

These learning intentions are collations of important, relevant and realistic skills bespoke to each learner, sequenced for that learners’ particular needs. Personalised Learning Intentions are set by a multidisciplinary team around the young person and are assessed and monitored regularly. The curriculum is made up of five main areas; communication and interaction (which includes literacy), cognition and learning (which includes literacy and numeracy), personal, social and mental health (which includes PSHE), sensory and physical (including occupational therapy), and preparing for adulthood (incorporating careers). These areas correlate directly to the young person’s EHCP. Clear starting points and description of anticipated good progress is identified in the Personalised Learning Intention Planning. See Appendix 1 for copy of Personalised Learning Intention Planning.

Communication and Interaction (includes literacy)	Cognition and Learning (includes numeracy and literacy)	Personal, social and mental health (includes PSHE)	Sensory and Physical (includes occupational therapy)	Preparation for adulthood (includes careers)
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Students in this pathway access a broad range of curriculum sessions and experiences through planned activities each week linked to the whole school theme. Learning passports have been created for each curriculum element in order support students to support the development of students’ knowledge and skills where appropriate. See Appendix 2 for example of Learning Passports.

Steppingstones Intervention Pathway

The steppingstones intervention pathway is for students who are not currently accessing the curriculum as appropriate to their pathway, therefore are not able to make progress in their learning, and EHCP outcomes, due to significant barriers which may be linked to mental health, school attendance, sensory and behaviour needs.

This steppingstones intervention is designed to be short term, with a key focus on supporting students to re-engage and access the curriculum, and make progress. Personalised Learning Intentions will be set by the multi-disciplinary team, which will be reviewed after a six week period to monitor the progress towards, and plan the next appropriate steps. Depending on the identified barriers, this will determine the length of time students will remain or progress from the stepping stones pathway.

Post 16

The pathways described above, continue to be relevant for our Post-16 young people. The students continue to be involved in planned learning sessions consisting of semi-formal and pre-formal curriculum content areas, including Independent Life Skills, PSHE, careers, enterprise and vocational options. Young people

can be on any of the three pathways for post-16 provision. The post-16 timetable supports the young people growing into adulthood, raising their aspirations by placing an emphasis on developing independence, knowledge and skills to prepare them for the wider community and next stages of life and learning. In order to ensure the offer of vocational options is broad, balanced and relevant for our students, links have been set up with local colleges, training providers and businesses, so that students can access an even greater range of courses and vocational learning and work experiences. Our onsite bistro also provides valuable opportunities for work experience, enterprise and development of social skills. The young people are able to gain qualifications, ranging from AQA Unit awards, ASDAN, Entry Level, Functional skills, and BTEC at an appropriate level.

Post 16: Accreditations/Qualifications/Enrichment

Woodland Pathway	Meadow Pathway
<p>Qualifications</p> <p>English Functional Skills Entry Level 1 to Level 2 Maths Entry Level 1-3 Maths GCSE Digital Functional Skills in IT Btec Home Cooking , Food Animal Asdan AQA Entry Level</p>	<p>Qualifications</p> <p>Asdan Personal Progress AQA Award</p> <p>*Students identified may access Entry Level English/Maths</p>
<p>Independent life skills:</p> <p>Swimming Independent Life skills sessions, PSHE (following the PSHE association framework for SEND), Enterprise, Work experience, Personal development, and Enrichment Careers (aligned with the Gatsby benchmarks and the career development institute framework).</p>	<p>Independent life skills:</p> <p>Swimming Independent Life skills sessions, PSHE (following the PSHE association framework for SEND), Enterprise, Work experience, Personal development, and Enrichment Careers (aligned with the Gatsby benchmarks and the career development institute framework).</p>
<p>Outdoor Education:</p> <p>Duke of Edinburgh Horticulture</p>	<p>Outdoor Education:</p> <p>Duke of Edinburgh skills Outdoor Learning Sessions Horticulture</p>
<p>Vocational skills:</p> <p>Bistro Office Skills Horticulture</p>	<p>Vocational skills:</p> <p>Bistro Office Skills Horticulture</p>

5.0 IMPACT – WHAT DIFFERENCE DOES OUR CURRICULUM MAKE?

Woodland Pathway to Employment:

The Woodland Pathway is assessed formally against progress made towards qualification or national curriculum targets. The class team gather evidence towards the targets met for all the subjects taught for each young person using Evidence for Learning and work produced. Ongoing judgements are made, which then articulates the next steps in their learning or work completed towards a specific qualification. Progress is categorised as Below expected, Expected or Above Expected where progress expected or above expected no further work is required. However, where progress is below expected, a second moderation takes place whereby a subject lead and a member of SLT will support and intervention where applicable. See Appendix 4 for summary of expected rates of progress for each pathway.

The young people that follow the semi-formal pathway could be working towards formal certification and accreditation; this could be in the form of BTEC, functional skills, Entry level certificates or AQA unit awards.

Progress is also tracked towards their personal development using their PLI's as described in the Meadow Pathway.

Meadow Pathway to Independence:

Within the Meadow Pathway, a judgement is made on overall progress towards achieving Personalised Learning Intentions. When the PLI's are initially set, the multi-disciplinary team outline what expected progress will look like for each learning intention. Over the term evidence is collected by the class team using Evidence for Learning, which includes the feedback and next steps to show the learning journey for over the term. At the beginning of the new term, teacher make judgements of progress against the baselines. Judgements are then peer moderated. Any young person flagging up as making below expected progress is then double moderated by SLT/subject leads, and support or intervention is then put in place if necessary.

Progress is categorised as expected, below or above expected. A young person may be making expected or more progress in one learning intention, yet less than expected progress in others due to the differing factors that may come into play within each EHCP area. For example, a young person may be making huge steps forward with using a communication aid, yet much smaller steps for the introduction of a new self-regulation strategy and finding there are many gaps that need to continue to be filled. Both of these are progression, yet at different speeds-, which is the nature of our complex needs young people. Young people utilising the personalised curriculum make sustained progress, where following a more formal curriculum framework, they would not.

Children and young people make progress laterally by enhancing their skills and abilities to a greater level of independence and fluency. Maintaining a skill over time is a core element of assessment and aims to ensure that learning is deep and meaningful. Developing meaningful skills for lifelong learning ensures developed metacognition and develops access to a wider range of curriculum aspects.

Case Studies

Case studies are used as a tool across all pathways to show the individual progress students make overtime at Options Barton. Quite often many of the students have experienced a turbulent journey prior to starting at Options Barton, therefore the progress and impact of the curriculum, as well as traditional and more formal method, can be captured in their improved attendance and increased participation in all area of school life at Options Barton.

Working with Parents

We encourage parents to visit whenever possible and in particular to attend the annual review meetings. Parents are provided with updates on progress in a termly report that comments on all areas of the curriculum the students are engaged in.

Review

We will review the curriculum annually to ensure it meets the needs of all our young people and we continue to develop a curriculum that it tailor made to each individual.

Appendix 1

Personalised Learning Intention Planning Sample

This example includes the front page and sample of targets for one area of need identified for this young person.

Professionals who set these PLIs	
Name	Role
xxxx	Deputy Head
xxxx	SENCO
xxxx	Educational Welfare Officer
xxxx	Teachers
xxxx	Clinical Lead

EHCP Outcomes	
Cognition and Learning	
<ol style="list-style-type: none"> By the end of Key Stage 4, xxxx will recall 2, 3 and 4, times tables confidently. By the end of Key Stage 4, xxxx will use appropriate sentence structure to write paragraphs independently. By the end of Key Stage 4, xxxx will pay for an item using known coins and check her change within her maths skills levels. By the end of Key Stage 4, xxxx will: write literal and figurative answers to questions from a text independently, draw inference from pictures and text. By the end of Key Stage 4, xxxx will be independently accessing the curriculum using her differentiated learning methods. By the end of Key Stage 4, xxxx will complete modified work for 10 minutes independently. By the end of Key Stage 4, xxxx will be competent in her typing and keyboard skills to assist the completion of her work. 	
Communication and Interaction	
<ol style="list-style-type: none"> By the end of Key Stage 4, xxxx will engage and participate in structured, turn taking, small group activities of up to 4 students. 	
Preparation for Adulthood	
<ol style="list-style-type: none"> By the end of Key Stage 4, xxxx will be supported to draw up her own medication independently. By the end of Key Stage 4, xxxx will have explored her post 16 options. By the end of Key Stage 4, xxxx will have developed key skills linked to a variety of Independent 	

own specialist settings to support her visual need. Progress will be monitored in our termly assessments on Evidence for Learning.

Communication and Interaction

PLI
C&I1: xxxx will engage and participate in structured, turn taking, small group activities of up to 4 students.

Starting point

xxxx will not yet engage in a turn-taking game when unsupported. They uses distraction techniques to avoid completing the task. However, when supported by an adult during music movement sessions and Lego Therapy, xxxx shows they has the skills to take turns.

MAPP Scores	
Independence	4
Fluency	1
Maintenance	4
Generalisation	1

Strategies which can be used at school and home

xxxx will have access to weekly LEGO therapy. xxxx will continue to access Music Movement sessions with the clinical team each week. xxxx will join Bonsai social games / turn taking sessions.

What progress will look like

xxxx will take part in activities and take turns as appropriate without diverting attention away from the game / activity.

By the end of the Autumn Term, xxxx will demonstrate her ability to take turns with support in Bonsai social games sessions therefore increasing her fluency and generalisation scores to 4.

Appendix 2 Learning Passport Example

Rainbow	Bronze	Silver	Gold
<p>Developing engagement PE</p> <p>I react and show an interest in different movements around me/ moving objects/balls</p> <p>I show enjoyment in a range of movements: jumping, running, rolling, rocking, pushing and pulling</p> <p>I can engage in co-active exploration of movement; perform different actions</p> <p>I ask/reach/gesture for more a favourite action/movement activity</p> <p>I am starting to anticipate when I am using equipment: swings, trampoline, scooters</p> <p>I will engage in movement activities for a short period.</p>	<p>I can kick a ball without losing balance</p> <p>I can play send and receiving games with another person.</p> <p>I can throw a ball or beanbag towards a target</p> <p>I can jump forward and backwards</p> <p>I can jump over obstacles (up to ten cm high)</p> <p>I can follow instructions walk, run, jump and hop.</p> <p>I can link actions in a dance.</p> <p>I can climb a small climbing frame.</p>	<p>I can attempt to catch a ball or bean bag with two hands.</p> <p>I can throw a bean bag or ball in the air and catch it.</p> <p>I can throw a ball with one hand</p> <p>I can hop on one foot.</p> <p>I can take part in running races.</p> <p>I can follow rules in a staff lead structured team game.</p> <p>I can combine a series in movements in dance</p>	<p>I can aim a ball towards a goal</p> <p>I can kick a ball in a specific direction</p> <p>I can attempt to hit a ball over a small net.</p> <p>I can perform a simple dance sequence</p> <p>I can follow the rules in a game.</p> <p>I can jump accurately from standing position.</p> <p>I can take part in a relay.</p> <p>I can jump over different heights/distances.</p>

Appendix 3 – Summary of Progress Expectations

Expectations of Progress

There is little published information about expected rates of progress for pupils with complex special educational needs, including learning difficulties and difficulties associated with social and emotional development and mental health issues. This includes most of the learners at Barton School and so it is necessary to draw on information from the existing cohort of learners. The following rates of expected progress have been defined to form the basis of target setting for the academic year 2022-23, for pupils at Barton School. At the end of the year these will be reviewed and refined if necessary.

The pupils are divided into 4 Cohorts (see fig.1). Scores from cognitive assessments using the British Ability Scale (BAS) for Children, are used to provide a starting point. Other factors are also taken into consideration, including the range and nature of the social and emotional difficulties experienced by the young person and the impact that this has on their learning, specific issues relating to the learning profile of the young people (for example, if the learning profile is very uneven), the verbal comprehension and language skills of the young person etc. Expectations are agreed in consultation between teachers and the Educational Psychologist who works at Barton School. Expected rates of progress within each pathway are open to reassessment at any time if it seems as if an error of judgement has been made.

Cohort	Target as a percentage of a stage	Pathway
Pupils working within aged related expectations and/or IQ within normal range.	90%- 100% progress per academic year	Woodland Pathway
Pupils working within 2 years below aged related expectations.	60% - 90% progress per academic year	Woodland Pathway
Pupils working more than two years/and or pre-key stage they are and/or students previously working on steppingstones pathway intervention.	30%- 60% progress dependent on other factors	Woodland Pathway
Students with Severe Learning Disabilities	Not assessed using National Curriculum - Assessed based on progress made towards Personalised Learning Intentions/Linked to EHCP outcome. assessed using MAPP	Meadow Pathway

This provides a starting point for considering which Pathway is appropriate for each young person, but other factors are also considered alongside formal assessment results.

These include:

- Reading age and assessments

- Fluidity of learner's profile
- Specific learning needs and barriers
- Physical and medical needs
- Social, Emotional and Behavioural issues
- Sensory profile
- Home/ social care involvement
- Time and settlement at school

Rationale for expectations of progress

Rationale for Setting Rates of Progress A review of relevant literature indicates general agreement that "high expectations and good progress are entitlements for all learners" (DCSF 2009). However, there is also agreement that issues around effectively measuring progress and what might be considered 'good' progress for learners with complex learning difficulties are yet to be resolved. Progression Guidance 2009-10 in defining a 'national expectation' of progress sets out that "for learners identified as having SEN, who are working within age-related expectations, this [same] expectation applies" (DSCF, 2009).

Baseline assessments indicate that the majority of our students are working more than 3 years, below their expected. This suggests that many of the learners at Barton School do not form part of the population to which the national expectation of progress applies.

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world.

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