**Rational for the Curriculum for our most Complex learners;**

**Key Stage 3, 4 and 5.**

Our most complex learners at St Andrew’s have a very unique learner profile, complex ASC and sensory processing difficulties along with other co-morbid conditions and often behaviours that challenge. We are very mindful that the curriculum we offer this cohort of learners is bespoke and personalised to their individual needs and interests. Students follow a broad and balanced curriculum, based on the national curriculum but differentiated to meet individual needs, interests and to support the development of executive functioning skills. The curriculum needs to focus on specific aspects of learning which can be barriers for our most complex learners; communication, social relationships and sensory processing.

The curriculum design aims to support our Students aspirations for employment, independent living, friends, relationships, community participation and good health. (Preparation for Adulthood – PfA) The curriculum supports PfA outcomes by offering bespoke learning opportunities that encompass cognitive, emotional and functional development.

**What does high quality provision look like in each key stage?**

Key Stage 3 - The Glens – The Key Stage 3 curriculum for our most complex learners follows an informal curriculum model; with the overall intent to provide a motivating and creative curriculum delivered through a thematic based approach. Focus is placed on covering the curriculum through interconnected activities and recognises that learners will need to be taught to transfer or generalise skills. Contextualised learning is prioritised with opportunities given for real world experiences in and out of school.

Key Stage 4 & 5 – The Highlands **- Alongside our KS4 skills based curriculum we have an adapted scheme of work to ensure we meet the needs of all our most complex learners. The curriculum is designed to provide pupils with portable skills for life, living and work that are developmental, skill and context based and encourage active engagement in learning. It is communication focused and Autism Specific. The curriculum focuses on developing executive functional skills of Personal, Social and emotional development, Community and the Wider world, Physical Development, Expressive Arts, and Communication. Having a curriculum based around the development of these executive functioning skills will support our students for life beyond our school.** We strive to be responsive to each learner, and build on individual strengths and interests. A rolling plan is in place, which supports a balance of stimulating contexts for learning through different learning experiences, themes and subjects.

**How is the curriculum delivered?**

The curriculum is delivered through a variety of pedagogical approaches that best meets the individual needs of the students. Our students have a variety of complex needs and as our curriculum is person centred, so are the teaching approaches to overcome barriers to learning. All of our students from those with ASC and SPD to those with Trauma and attachment need to be regulated and ‘ready to learn’ a person centred approach to individual programmes to support regulation. We also use a range of therapeutic inputs to support our students to regulate and be ready to learn.

Engaging our most complex students in their learning is key. At St Andrew’s we aim to facilitate learning and engagement within the curriculum by:

Developing learners’ levels of engagement by finding out what interests and motivates them and using learner interests and motivation within lessons; using learner preferences (sensory).Providing an irresistible opportunity to learn, providing meaningful contexts for learning that use real life materials and experiences, and providing opportunities for real life application of knowledge and skills to prepare students for increased independence.

**How is the curriculum sequenced?**

The thematic and sequential approach to the curriculum across the Key Stages allows for repetition and consolidation of skills. It is recognised that our most complex learners can find it difficult to transfer newly learnt knowledge and skills. In order to ensure generalisation of skills, focus on delivering the curriculum is centred on students applying the skills and ideas they are learning into a range of situations.

The curriculum is sequenced to allow opportunities for students to develop executive functioning skills and demonstrate these skills across a wide range of functional activities; planning, problem solving, working memory, attention, reasoning and initiation.

**How is the curriculum assessed?**

Students with autism may have difficulty with executive functioning skills e.g. planning and organising, initiating a behaviour or activity, sequencing information and self-regulating emotions. This affects their ability to problem solve. It also means that they often find it difficult to cope with change and unpredictability. Students also often find it hard to predict what is happening next and to understand expectations. Providing structure, consistency and clear information helps. The curriculum is assessed against our executive functioning skills frameworks. Students have individual learning outcomes linked to all areas of the curriculum and to their individual EHCP outcomes. Progression is assessed against the acquisition and adaptably of being able to demonstrate executive functioning skills, not only against a wide range of curriculum based activities and learning, but also where students demonstrates the ability to transfer these skills to learning in the local and wider community. We recognise that this acquisition and ability to transfer skills plays a key role in students achieving best possible outcomes in all aspects of PfA.

 Executive Functioning Model;

 