

**St Andrews Academy**

**The Highlands**

**Bespoke Curriculum for our KS4&5 Complex Learners**

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**St Andrew’s Academy Curriculum for our KS4&5 Complex Learners- 5 Year program**

**Alongside our KS4 skills based curriculum we have an adapted scheme of work to ensure we meet the needs of all our learners. The KS4 Complex Learners 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, whilst linking to the Life skills outlined by the World Health organisation.**

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|  | **Autumn** | **Spring** | **Summer** |
| **Year One** | Heroes and Justice | Health and Wellbeing- Self awareness | Enterprise |
| **Year Two** | The world around us | Health & Wellbeing- Food Groups | Charity events |
| **Year Three** | Film and TV | Health & Wellbeing - Physical Health | Enterprise |
| **Year Four** | Festivals & Celebrations | Health & Wellbeing- Nutrition | Charity events |
| **Year Five** | Places of Interest | Health & Wellbeing- Leisure opportunities | Enterprise |

**Each learner has an individual sequential learning journey designed to support our children and young people to overcome their barriers to learning and reach their full potential. The adaptive learning acts as a vehicle to the development of the learner’s knowledge and skills. These learning opportunities promote the development of executive function skills and provide experiences to transfer this knowledge into practical everyday tasks through a person centred approach.**

**Executive Functioning Skills at St Andrews for our Complex Learners.**

**Executive functioning and self-regulation** skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. They are cognitive processes which help individuals to organise themselves when carrying out various activities.  These executive functions include:

* Planning
* Problem solving
* Making choices and decisions
* Time management
* Organising and processing information
* Applying learnt skills to different contexts

For some of our Complex Learners, processing all of this information can be challenging as executive functioning skills are used in all life skill tasks so the Key Stage 4 Complex Learners curriculum aims to develop these skills in a purposeful and practical way, in order to have a positive impact on life skill development.

As outlined on <https://developingchild.harvard.edu/science/key-concepts/executive-function/>, *‘Executive function and self-regulation skills depend on three types of brain function: working memory, mental flexibility, and self-control. These functions are highly interrelated, and the successful application of executive function skills requires them to operate in coordination with each other.*

*Each type of executive function skill draws on elements of the others.*

* *Working memory governs our ability to retain and manipulate distinct pieces of information over short period of time.*
* *Mental flexibility helps us to sustain or shift attention in response to different demands or to apply different rules in different settings.*
* *Self-control enables us to set priorities and resist impulsive actions or responses.*

At St Andrews we aim to create a growth-promoting environment by providing our students with lessons and learning experiences that help them practice necessary skills before they must perform them alone. Class teams will facilitate the development of students executive function skills by establishing routines, modelling social behaviour, and creating and maintaining supportive, reliable relationships. It is also important for our students to exercise their developing skills through activities that foster creative play and social connection. We will teach them how to cope with stress, and over time, provide opportunities for directing their own actions with decreasing adult supervision. Developing these executive functioning skills will in turn provide ‘scaffolding’ that helps support our Complex Learners in working on their ‘Learning for Life’ skills as outlined by the World Health Organisation. The framework for our learners following this curriculum reflects core priorities and the vision for person centred health and wellbeing in the best way to support our Complex Learners.

Community participation

Well-Being and emotional understanding

Maths and Technology

Science and Environmental

Religion and Cultural Understanding

**Community and the Wider World**

***‘Critical Thinking and Problem Solving’***

**Personal, Social and Emotional Development**

***‘Coping with Stress and Emotion’***

***‘Empathy’***

Independent Living skills

**The**

**Highlands**

**Curriculum**

Relationship and sex education

Sensory Integration

**Physical and Sensory Development**

***‘Self-Awareness’***

Sports and Exercise

**Communication**

**‘Decision Making’**

**‘Self-Awareness’**

Social Communication

Fine and Gross motor

Co-ordination

**Expressive Arts**

***‘Creative Thinking’***

Expressive Communication

Receptive Communication

Art

Drama and Dance

Music

**Community and the Wider World**

* Understanding and following instructions
* Understanding how to keep ourselves safe
* Participate in shared activities
* Accepting variety
* Understanding the use and function of objects and materials
* Develop understanding of beliefs and cultures
* Acquire a set of moral values such as honesty, sincerity personal responsibility, tolerance, acceptance and respect.

**Expressive Arts**

* Share space and resources with others
* Accepting and enjoying new experiences
* Use equipment appropriate to its function
* Expanding interests and building on existing interests

**Physical and Sensory Development**

* Showing a preference for their sensory needs
* Organise self and own belongings
* Accept an activity or favoured item has finished
* Develop fine and gross motor skills
* Regulate sensory processing difficulties
* Develop agility, physical co-ordination and confidence in movement

**S.P.I.T (Student individualised planned target) Sheet**

The S.P.I.T sheets use a person centred approach which forms the foundation of the Highlands curriculum, giving the learners opportunities to achieve their EHCP outcomes. The adaptive approach promotes the **Executive functioning and self-regulation**skills, the essential mental processes that enable us to: plan, focus attention, remember instructions, and juggle multiple tasks successfully. They are cognitive processes which help individuals to organise themselves when carrying out various activities.

**Communication**

* Interacting with others and forming relationships
* Making requests
* Making and communicating choices
* Follow social rules
* Identifying a problem and asking for help
* Understand sequences and chronology
* To express and ask for help

**Personal, Social and Emotional Development**

* Expressing own emotions
* Understanding the emotions of others
* Understanding routines
* Understanding and accepting a change will happen
* Persisting with tasks
* Developing skills for personal care and independence

**Community and the Wider World**

In order to live a full, active and happy life, learners need to develop a solid understanding of their place in the world. Learners with autism typically develop a limited sense of central coherence and we aim to provide varied and weekly learning opportunities to develop the understanding of the world we live in and their place within the community.

Working on problem solving skills will help our students to deal constructively with problems or choices they may face in their lives and it will give them a voice.

Developing Critical thinking skills can contribute to our students’ health by helping them to recognise and assess the factors that influence them.

**Expressive Arts**

In order to think creatively and expressively, flexible thinking is crucial. This skill is vital for learners with autism to develop. It is our aim that by developing understanding and appreciation of expressive arts, it can open doors to new experiences and offer our students more opportunity to communicate their likes and dislikes. It also means our learners can continue enjoying and participating actively in the arts into their adult lives. We aim for our students to explore expressive arts numerous times a week through a variety of lessons on the curriculum, as this can help manage behaviours, regulate emotions, develop self- awareness and offers an alternative way to communicate.

**Physical and Sensory Development**

Sensory issues can affect the emotional and physical wellbeing of learners with autism and this is actively addressed in our curriculum. In order to keep healthy, exercise is encouraged as part of a weekly curriculum offer and our curriculum offers a wide variety of experiences with outside agencies and in a variety of different ways (dance, swimming, gym etc.).  With physical development we aim increase coordination, strength, endurance, and body awareness. Sensory needs are met on a daily basis through a sensory diet approach and sensory activities will also be offered daily to stimulate the brain, helping our students to process new sensory information which in turn can help to develop language and communication skills.

**How this curriculum meets the needs of our Complex learners**

**Communication**

Communication, particularly the social aspects of communication can be a barrier for learners with autism. Constantly and consistently working on developing this skill can help students express their needs and wants. When they can do this (verbally or with symbols or other AAC devices), it helps them with behaviour, learning and socialising. It forms a core element of our curriculum and we work on developing communication skills in every aspect of the school day. Wherever possible teachers will make cross curricular links to all subjects so that pupils have the opportunity to practice these skills daily and in a wide variety of contexts.

**Personal, Social and Emotional Development**

Personal and social skills are important for developing relationships, understanding emotions and for learning itself. Being able to be adaptable, responsive and understand personal needs is an important skill for learning and living with independence. It is an area where autistic learners can experience significant challenge therefore it is as a core part of the Key Stage 4 curriculum. All students will work towards individual targets set out by the Education and Health Care Plan and individual education targets set by class teams as well as take part in a minimum of 2 sessions of PSHE and RSE a week. Wherever possible teachers will make cross curricular links to all subjects so that pupils have the opportunity to practice these skills daily and in a wide variety of contexts.

**Independence, Community and Preparation for the Future**

Community Access- Social skills

Behavioural and emotional regulation targets and EHC targets

Turn taking, sharing and working alongside others *(Links to WRL)*

**Maths**

Individual long term targets to include,

**Number Measure Time Money**

Linked to EHCP where appropriate

**Science**

Human life cycle and growth

Our body

Identify parts of the body

Explore the role of the skeleton, heart & lungs in the human body

Explore how our body changes as we grow

**Literacy**

Immersive Poetry and soundscapes related to the topic

Key Vocabulary

Working on targets of matching objects / pictures / symbols / words

**Links to WHO Skills**

**Time for reflection**

**Strategies to support when we are stressed**

**What we need to be safe and healthy**

**Develop social interactions**

**Developing an opinion**

**Answering yes and no**

***EHCP TARGETS WORKED ON THROUGHOUT TOPIC***

**The Highlands**

**The World around us**

**Y2**

**Functional Skills**

Safety in the kitchen- Knife Skills

**PSHE / RSE**

Physical Health

Food, exercise and staying healthy

Puberty – identifying ways bodies change through puberty

Naming private body parts & consent

**Sensory Regulation- Sensory Circuits**

**Cultural and Religious Exploration**

Anti-Bullying Week

Black History Month (October)

RE- Religions and cultural exploration of the countries you have chosen to explore

**Creative**

Art – Collage / country-specific art

Music – World Music / Music in Nature

PE- Exercise as a hobby (Exercise videos, yoga)

**Humanities**

Continents- Food and travel, how we get there.

Where we belong in the world around us

Explore different countries (French)

Nature

**Personal, Social and Emotional Development**

Children’s Mental Health Week-Feb

Getting to know each other’s interests.

Beliefs, teaching and practices of Christianity

Black Lives Matter Week-Feb

Body changes puberty.

Understand own family and identifying people to go to if worried or need help.

Access to local community facilities.

Basic food hygiene and where to store foods in cupboard.

**Physical and Sensory Development**

Access to either swimming, trampolining, Bodrumorphix.

Sensory Circuits.

Peer Massage

Yoga mindfulness

Sensory experiences to promote healthy well-being

**Community and the Wider World**

Maths-Shape Space & Measure

Science-Human Life Cycle. Weather

Outdoor Education-50 things to do

British Science Week- March

Technology- Being a digital artist.

Safer Internet Day-7th Feb

Women’s History Month-March

AQA Units

**Links to WHO skills**

**Observation and interpretation (CT and PS)**

**Creating good habits (CWSE)**

**Knowing their strengths and weaknesses (SA)**

**Understanding others, trust (E)**

**Developing independence (CT)**

**Make appropriate choices (DM)**

***EHCP TARGETS WORKED ON THROUGHOUT TOPIC***

**Expressive Arts**

Music- Genres through the ages. Current chart music and identifying your favourite song or artist.

Art- Pop Art

Drama & Dance learn lyrics or actions to perform

Developing skills to self-occupy

**The Highlands**

**Health**

**Y2**

**Communication**

Expressive-Learners to make own wants and needs known by communicating functionally with adults or peers using a total communication approach.

Receptive-Learners to communicate a response following instruction

Learners to communicate a preferred choice when questioned & presented with two options for an answer.

Social-Learners to initiate adult interaction in a socially appropriate manner

**The Highlands**

**Holidays &**

**Islands**

**Y2**

Y2

**Community and the Wider World**

Maths- Number, Measure, time, Money

Science-Habitats and conservation

Outdoor Education-50 things to do

AQA Units

**RE**

Beliefs, teachings and practices of Islam including Ramadan and Eid (or link to island/ country you are learning about)

**Physical and Sensory Development**

Access to either swimming, trampolining, Bodrumorphix.

Sensory Circuits.

Peer Massage

Yoga mindfulness

Sensory experiences to promote healthy well-being

PE- Team sports vs Individual sports based on students interests.

**Links to WHO skills**

**Observation and interpretation (CT and PS)**

**Creating good habits (CWSE)**

**Knowing their strengths and weaknesses (SA)**

**Understanding others, trust (E)**

**Developing independence (CT)**

**Make appropriate choices (DM)**

***EHCP TARGETS WORKED ON THROUGHOUT TOPIC***

**Communication**

Expressive-Learners to make own wants and needs known by communicating functionally with adults or peers using a total communication approach.

Receptive-Learners to communicate a response following instruction

Learners to communicate a preferred choice when questioned & presented with two options for an answer.

Social-Learners to initiate adult interaction in a socially appropriate manner

Reading- Immersive fiction linked to topic (David Williams- The world’s worse teacher)

**Expressive Arts**

Music- Exploring music with a water theme. Creating different sounds with water. Exploring music from islands around the world e.g. Caribbean calypso or Scottish Folk.

Art- Watercolour painting; sand art, paper Mache/Modroc (creating landmarks)

Drama & Dance learn lyrics or actions to perform

Developing skills to self-occupy

**Personal, Social and Emotional Development**

‘Clean and dirty’

Personal hygiene- How to keep our bodies clean

Explore personal hygiene products

Social skills- group games, sharing, personal space, turn taking and waiting.

**Functional skills**

Vocabulary in the kitchen (pour, mix, spread, cut, stir etc)

Using appliances safely

**Community and the Wider World**

Maths- Measure- Comparing sizes, height, measuring in cm and m, using a ruler, distance (link in with D of E walking)

Science- Team challenge activities (See server for ideas and support) Link to maths- Obstacle courses

Outdoor Education-50 things to do

AQA Units

**RE**

Theme F: Religion, human rights and social justice.

Black History Month (October) (possible link to films, celebrity role models)

Identifying similarities and differences

**Links to WHO skills**

**Observation and interpretation (CT and PS)**

**Creating good habits (CWSE)**

**Knowing their strengths and weaknesses (SA)**

**Understanding others, trust (E)**

**Developing independence (CT)**

**Make appropriate choices (DM)**

***EHCP TARGETS WORKED ON THROUGHOUT TOPIC***

**Physical and Sensory Development**

Sensory Circuits.

Peer Massage

Yoga mindfulness

Sensory experiences to promote healthy well-being

PE- Choreography and Dance, movement to music.

**The Highlands**

**Film & TV**

**Y3**

**Personal, Social and Emotional Development**

Home management- Sorting laundry, using a washing machine, recognising what belongs to them, folding and drying clothes, ironing and safety around it. (link to safety hazards and signs)

Using correct products to wash clothes (wash conditioner, tablets etc.)

RSE- Public and private body parts- What is ok to touch and when/where.

**Functional skills**

Understanding when we are hungry and thirsty and how to solve it practically- Independently making snack/ drinks.

Following instructions- recognising key words (pour, mix, and stir)

Watch cooking shows (link to TV topic) Follow recipes. What recipes do students like and why? Halving and sharing food.

**PSHE- Managing emotions**

Good Emotional Health- Having appropriate relationships, good friendships and how these can affect our emotional health. Links to social media and online comments. How can we help people feel better?

**Expressive Arts**

Music- 20th/21st century genres- modern composers vs current chart music. What is your favourite music and how does this represent/influence you?

Art- Photography- Being aware of what is around us, what makes us feel calm, happy, and angry? Artwork related to selfies and what we have on social media. Design hats/outfit linked to fashion topic

**Communication**

Expressive-Learners to make own wants and needs known by communicating functionally with adults or peers using a total communication approach.

Receptive-Learners to communicate a response following instruction

Learners to communicate a preferred choice when questioned & presented with two options for an answer.

Social-Learners to initiate adult interaction in a socially appropriate manner

Reading- Non Fiction- Instruction texts and phonics/functional literacy skills Texts- recipes, instructions, information leaflets, maps.