

SHINE CURRICULUM

ST NICHOLAS SCHOOL



PMLD Curriculum Group
St Nicholas School
February 2021

CONTENTS

Introduction	2
The SHINE Curriculum	3
Organisation of the Curriculum	5
Communication and Interaction	6
Knowledge and Understanding	8
Physical Development	10
Well Being	12
Teaching and Learning	14
Assessment and the Engagement Model	15
Planning for Progression	23
Target Setting	24
Evaluation	25

INTRODUCTION

St. Nicholas School is a community day school providing education for over 200 children aged between 4 and 19 who have profound severe & complex learning difficulties. Many of the pupils also have – physical disabilities, epilepsy, autism and sensory impairment.

It is a specialist resource offering smaller class sizes, higher staff ratios and the delivery of a suitable modified curriculum by skilled teaching teams.

St Nicholas school is a friendly, welcoming place where everyone is encouraged to do their best and work towards achieving their full potential. We provide opportunities for all children to grow and develop and we acknowledge them all as unique individuals. Our school is a learning community that includes and values everyone where we all work together in a supportive caring and professional way.

Our School aims:

- ★ Support children and young people with Special Education Needs and Disabilities to maximise their learning, social and emotional development within the school, home and wider community;
- ★ Provide a high standard of teaching and learning supported by a multi-disciplinary team, utilising a range of specialist resources and facilities;
- ★ Give each pupil a sense of personal value, promoting self-confidence and self-esteem;
- ★ Provide a happy, secure, yet challenging enabling environment;
- ★ Prepare children and young people for an active life in society, being as independent as possible through functional life skills and activities;
- ★ Provide a broad, balanced and relevant curriculum to meet the needs of the individual pupil;
- ★ Promote and support professional development for all;
- ★ Work in partnership with families/carers in a holistic way;
- ★ Develop partnerships with the local community and provide inclusive opportunities for our pupils to learn alongside their peers;
- ★ Support the education of children with SEN in our local area through high quality outreach and training.

THE ST NICHOLAS SHINE CURRICULUM

‘Sensory, Holistic, Innovative, New, Educational Curriculum’

Who is the SHINE curriculum for?

The SHINE curriculum has been designed for pupils with Profound and Multiple Learning Difficulties, the definition of which is:

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition.

‘Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small achievable steps.

Some pupils communicate by gesture, eye pointing, AAC’s or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school.’ **Official DfE definition**

The educational needs and rights of these pupils are complex and wide ranging, so special educational provision at the school is designed to reflect this diversity and provide:

- ★ Individual therapeutic care in response to cognitive, sensori-neural, emotional and motor disabilities and any associated medical implications;
- ★ Individually tailored access to specialist curricula in response to personal barriers to learning and/or wellbeing;
- ★ Generic entitlement to a broad and appropriately balanced and differentiated National Curriculum;
- ★ Access to a curriculum which provides life- long learning with focus on life and living skills, independence and future needs.

The Curriculum will be –

- ★ **MOTIVATING** – Pupils learn when they are interested, stimulated and engaged;
- ★ **RELEVANT** – relevant to the learning styles of the pupils and takes into account their prior knowledge and learning needs;
- ★ **CHALLENGING** – high and realistic expectations are held by everyone in the team and inclusive teaching that ensures progress for all pupil’s is evident;
- ★ **FOCUSED** – Shared Goals Targets/EHCP targets should be central to all aspects of provision.



ORGANISATION OF THE CURRICULUM

Our child centred approach promotes respect for each child as an individual emphasising the four core areas for development.

Pupils with PMLD will have a focused curriculum- the four main areas are:

- ★ **Communication and Interaction**
- ★ **Knowledge and Understanding**
- ★ **Physical Development**
- ★ **Well Being**

Within these areas pupils will experience and be assessed under the following categories:

Communication and Interaction –

- ★ Attention and Responses
- ★ Engagement and Participation
- ★ Awareness of Self and others
- ★ Choice Making

Knowledge and Understanding –

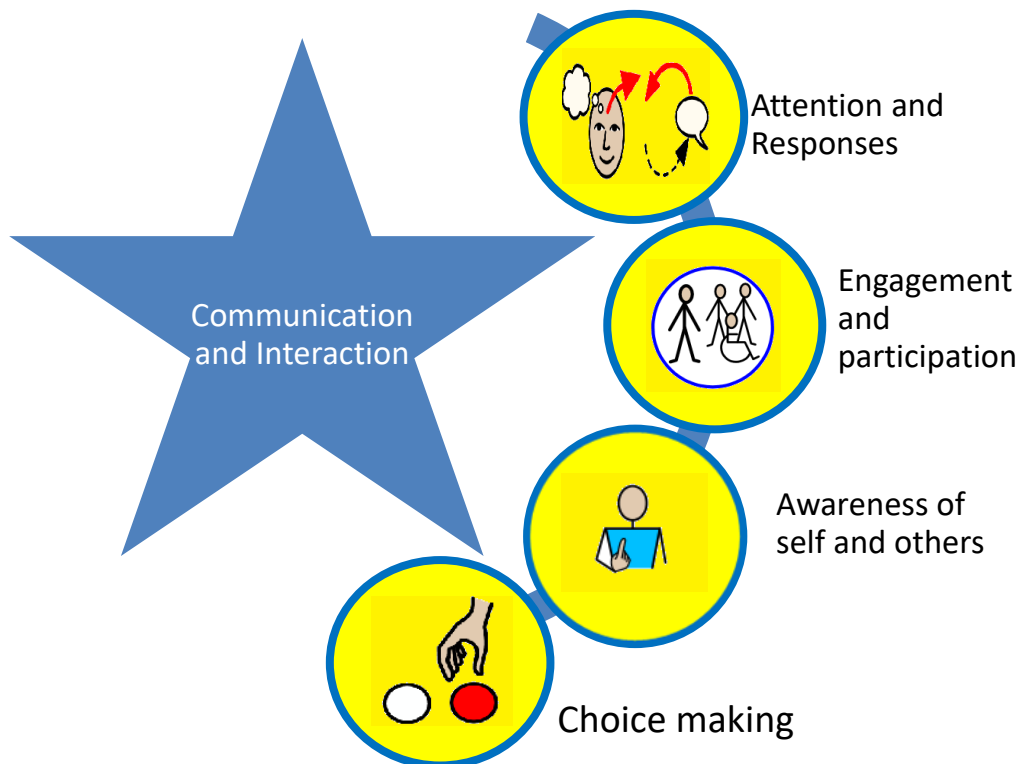
- ★ Exploration and Curiosity
- ★ Recall and Reaction
- ★ Making connections
- ★ Applying and Maintaining

Physical Development –

- ★ Body Awareness
- ★ Enabling Movement
- ★ Sensory and Spatial Perception
- ★ Active Education and MOVE

Well Being –

- ★ Building Relationships
- ★ Emotional Responses
- ★ Respect and Values
- ★ Functional Living



COMMUNICATION AND INTERACTION refers to:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

COMMUNICATION AND INTERACTION

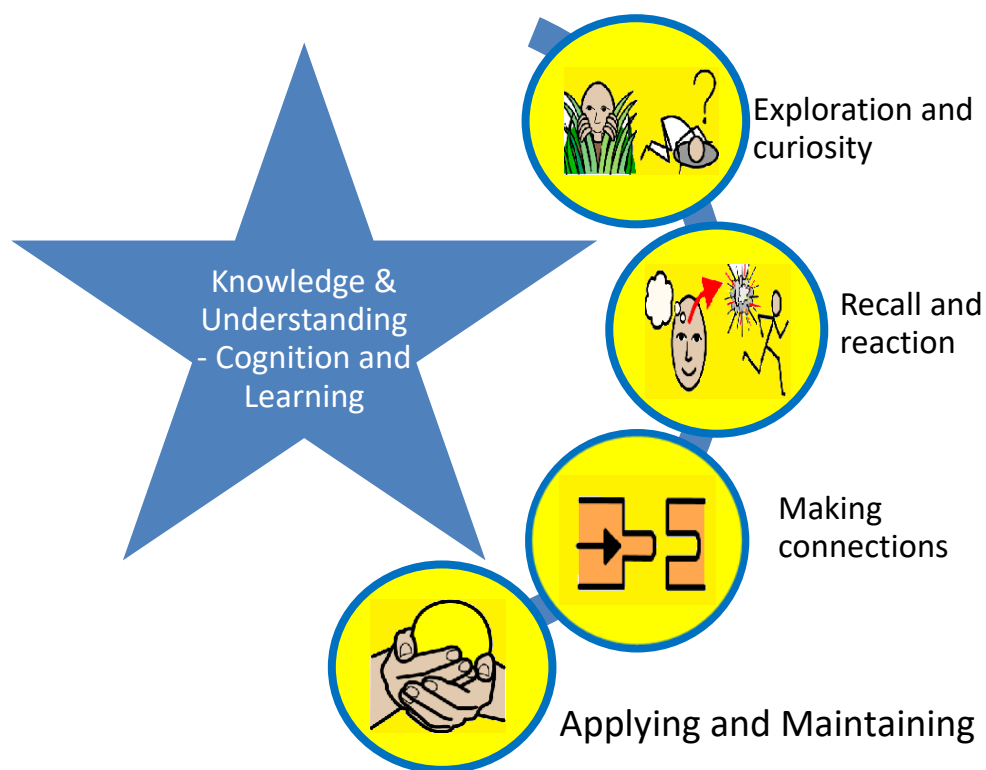
Communication is defined as *'the imparting or exchanging of information by speaking, writing or using some other medium'* - Oxford Dictionary.

- ★ Communication is an integral part of daily life. Students with PMLD may be at pre-intentional stages of communicational development. Therefore, it is important that staff are equipped with the correct knowledge and understanding of how to offer appropriate communication opportunities and how to identify, interpret and respond to these effectively.
- ★ It is important that staff are consistent with their use of language and presentation of communication aids and responsive to any attempts to communicate whether through movement, sound or behaviour. We must ensure we are offering an optimal communication environment at all times.
- ★ The ability to make choices is important and opportunities will be given to students in order for them to be able to have an active role in all life experiences.
- ★ Students will develop and progress their skills in practical, real life situations to prepare them for adulthood and functional life and living skills.

INTERVENTIONS AND STRATEGIES

- ★ PECS – Picture Exchange Communication System
- ★ Objects of reference
- ★ AAC's – Augmentative Assisted Communication
- ★ Eye Gaze/eye pointing
- ★ Intensive Interaction
- ★ Interactive Play
- ★ Story Massage
- ★ TASSLES – tactile signing
- ★ Makaton
- ★ SALT – Speech and Language Therapy
- ★ Visual Supports
- ★ Access to Communicative Assisted Technology Team
- ★ Hi-tech communication aids eg ipads, proloquo, tech talk, Clicker

These Interventions and strategies will be incorporated into the pupil's daily programme. Each individual will be assessed and relevant targets set.



Cognition and Learning refers to:

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs and at St Nicholas schools this refers to children with severe learning difficulties (SLD) and those with Profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

KNOWLEDGE AND UNDERSTANDING – Cognition and Learning

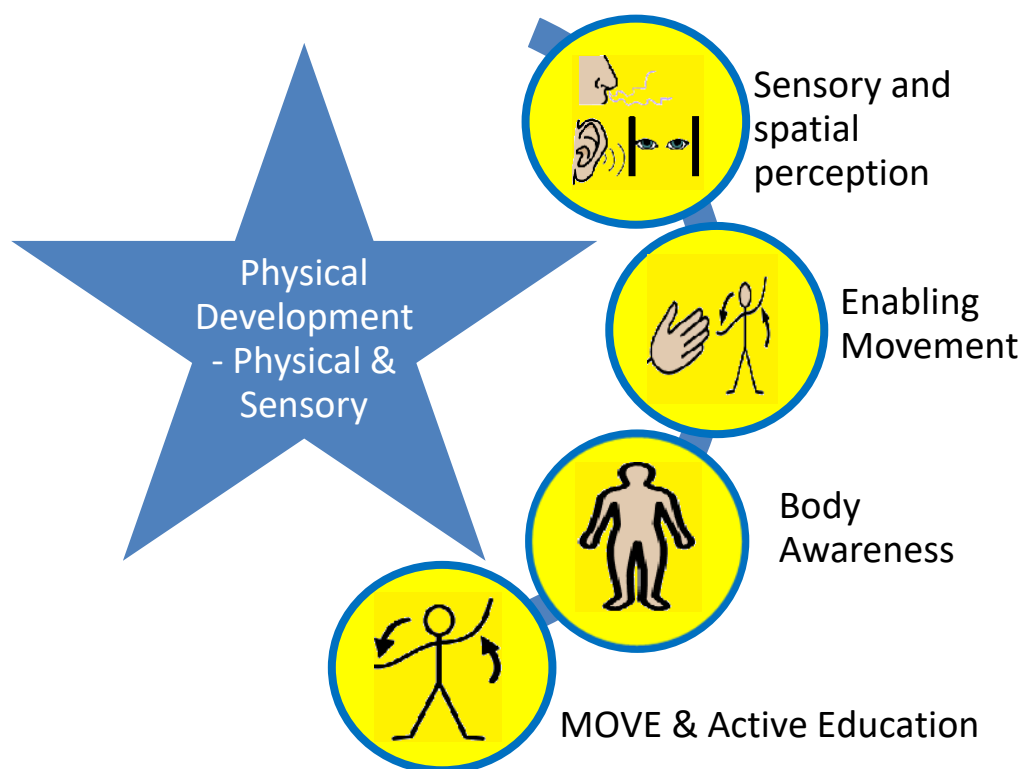
'Knowledge is the ability to understand information and to then form judgements, opinions, make predictions and decisions based on that understanding' www.bbc.co.uk

- ★ Knowledge and Understanding is about how we develop and how we interpret the world around us; nurturing relationships and exploring the environment we live in. It focusses on how we interact with that environment and our role within it.
- ★ Students will be encouraged to develop their curiosity and make connections with people, places and objects.
- ★ We will encourage students to recall and respond to experiences presented to them, developing consistency and understanding of expectations and routines.
- ★ Repetitive learning will enable pupils to acquire skills that can be used and applied in different situations. This will support students to apply functional, problem solving ideas into everyday life.

INTERVENTIONS AND STRATEGIES

- ★ Sensory room
- ★ Sensory Garden
- ★ Sensology
- ★ Tac Pac
- ★ Community visits
- ★ Sensory massage
- ★ Reflexology
- ★ Sensory Music
- ★ Cooking
- ★ Use of ICT eg Visi screen, tapit, sound beam, sensory trolley, ipads.

These Interventions and strategies will be incorporated into the pupil's daily programme. Each individual will be assessed and relevant targets set.



Physical and sensory refers to:

Children and young people who require special educational provision because they have a disability which prevents or hinders them from accessing education. This includes children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) which requires specialist support to access learning.

PHYSICAL DEVELOPMENT – Physical and Sensory

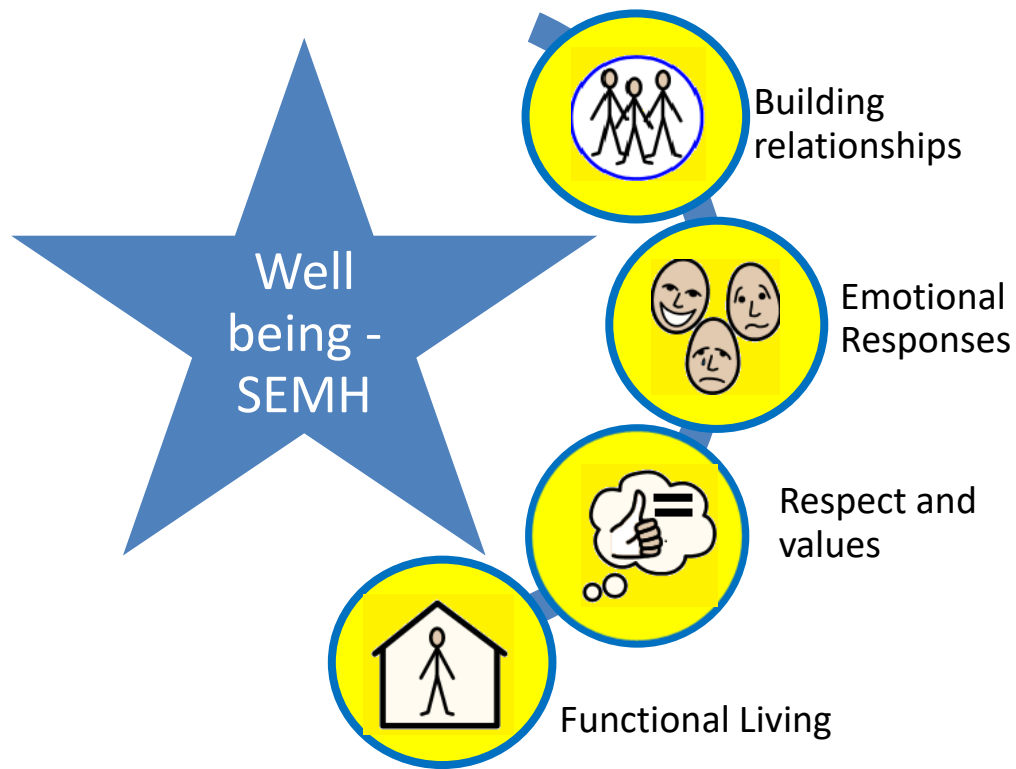
Physical development is important ‘to improve the overall quality of life for people with complex difficulties, their families, and the professionals who care for them’. Development of this will also ‘promote full participation in the home, school and community life and encourage independence and the dignity that such participation brings for every individual’. MOVE Europe (2001)

- ★ Physical development is important to all students which improves cardio vascular endurance, flexibility, muscular strength and psychological well-being.
- ★ It is vital we support pupils with PMLD to maintain their range of movements and where possible, encourage them to further develop these. This will be supported by Physiotherapists, Active Education Consultant and through the MOVE programme.
- ★ It is important to ensure pupils receive regular changes in position throughout the day to maintain and encourage healthy body function. This can be supported through the use of specific, individualised programmes and equipment. This should be part of daily curriculum delivery. Staff will be trained and competent in moving and handling individual pupils as well as understand and follow personalised risk assessments.
- ★ Physical development should enable students to develop awareness and understanding of how their body works and how they can use their body to interact with the environment around them. Each individualised programme will focus on body awareness, fine and gross motor control and mobility. Wherever possible, some pupils (in liaison with parents/carers/therapists) will be encouraged to safely move freely within the environment.

INTERVENTIONS AND STRATEGIES

- ★ MOVE
- ★ Active Education
- ★ Rebound Therapy
- ★ Sherbourne Movement
- ★ Water based activities
- ★ Write Dance
- ★ Horse-Riding
- ★ Fizzy and Beam
- ★ Sport activities and games eg sitting basketball, sailing, botcha, cycling

These Interventions and strategies will be incorporated into the pupil’s daily programme. Each individual will be assessed and relevant targets set.



Social Emotional and Mental Health (SEMH) refers to:

Children and young people who may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging behaviour.

WELL BEING – Social, Emotional and Mental Health

‘A positive sense of well-being which enables an individual to be able to function in society and meet the demands of everyday life: people in good mental health have the ability to recover effectively from illness, change or misfortune.’

Mental Health Foundation (2005)

- ★ It is important to ensure that all pupils are in a state of positive well-being so that they are able to access learning and function within the school community. Emotional responses and reactions of students will be valued, nurtured and developed by all staff.
- ★ All pupils will be prepared and given time to adjust to the daily curriculum and routine offered. Staff will offer consistency in their approaches to enable students to anticipate events. Some students may require more bespoke programmes to support their well-being ie therapeutic input.
- ★ Build positive relationships within the inclusive environment of St Nicholas school, home and community.
- ★ To provide opportunities to generalise their skills and experiences in a variety of settings so that they can make informed choices about their future.

INTERVENTIONS AND STRATEGIES

- ★ Residential trips
- ★ Community visits
- ★ SEAL
- ★ Therapeutic input eg play therapy, art therapy, music therapy, massage therapy
- ★ Circle Time
- ★ Reflexology
- ★ Mindfulness
- ★ Leisure activities eg swimming, yoga

These Interventions and strategies will be incorporated into the pupil's daily programme. Each individual will be assessed and relevant targets set.

TEACHING AND LEARNING

The curriculum will be delivered in a multi-sensory, creative way, taking into account their Engagement Profile, which will enable pupils to access their learning using their senses through a holistic approach. Pupils will follow individual programmes and access differentiated interventions according to their level of need. Targets will be set in conjunction with therapists, education staff and parents/carer's in order to cater for these individual needs in an appropriate functional way.

Themes have been carefully chosen in order to ensure a breadth and balance of experiences and skills that the pupils will require in future life. This also includes 'pupil voice': 'the way a child is given a voice, is listened to and has their views acted upon, will affect not only their communication but also their ability to make choices, opportunities for independent living and participation in society' – complexneeds.org.uk.

Extensive research shows that PMLD pupils learn best with well structured, daily routines where a consistent and responsive environment underpins well planned and effectively resourced activities. Most pupils have significant physical needs and therefore 'preparation for learning' is key. All pupils must be supported to be comfortable and functionally well positioned to allow for learning opportunities. However, it is recognised that there are also times when a pupil must be positioned for health and well-being reasons. Pupils require a wide range of opportunities to develop their sense of self and control. We recognise that all of our pupils require learning opportunities that are unique and relevant to them as individuals.

Incorporated into the curriculum are opportunities for students to make independent choices about what they want to do and activities to reflect their age and interests.

Pupils follow individual timetables and programmes taking into account their individual needs, likes and dislikes. They have opportunities for social inclusion both within the school and community based. Students will be part of a class group which will allow a variety of social situations, however, they will also participate in smaller group lessons with students with similar abilities. Teachers support the development of positive relationships and ensure all students feel valued by providing them with a student voice. All staff demonstrate respect and consideration for the manual handling and personal care needs of our young people with PMLD ensuring they feel safe, secure and comfortable with these intimate needs. There is a clear focus on emotional resilience on how we keep our young people with PMLD emotionally strong.

The learning environment and atmosphere are important elements in supporting student engagement. Research suggests that: "Engagement is the single best predictor of successful learning for children with learning disabilities" (Iovannone et al., 2003). "Without engagement, there is no deep learning" (Hargreaves, 2006), "effective teaching, meaningful outcome, real attainment or quality progress" (Carpenter, 2010)". The SHINE curriculum

endeavours to provide our students with motivating experiences and activities that will ensure a high level of engagement.

ASSESSMENT

WHAT WE WANT ASSESSMENT TO ACHIEVE

- **Learner engagement** – those motivated to participate in new learning activities and retain some knowledge of what they have experienced;
- **Successful learners** – accessing, mastering, generalising;
- **Safe and healthy learners** – friendships, good standards of mental health, physical and emotional wellbeing;
- **Responsible learners** – interacting positively, behaving appropriately, self-determining, making contributions to their planned independence.

St Nicholas endeavours to use assessment tools which best provide the most effective monitoring of pupil progress within the curriculum and additional interventions accessed. Children on the Engagement Model will have continual assessment through quality observations based on the 5 areas – Realisation, Initiation, Persistence, Anticipation and Exploration.

We have created an assessment tool based on extensive research (Routes for Learning (RFL), MAPP, P scales, SOLAR, SHINE Goals, MOVE, Active Education, Switch Progression Roadmap, OCR continuum, Areas of Engagement, Leuven and through County Moderation) and collaborative work with multi-agency colleagues. We are confident that this assessment tool provides the most effective, productive data which will inform future planning and create the best possible learning experiences for our pupils and their hopes and dreams for the future.

ENGAGEMENT MODEL

Engagement is the common aspect of learning and shows the extent to which pupils are actively engaged within the process of learning. Sustainable learning can only occur with meaningful engagement.

Engagement represents variations in attention, interest and involvement which pupils demonstrate when they participate in new learning, enabling them to progress towards mastering in their acquisition of new knowledge and ultimately able to generalise new learning and apply it in practical ways.

There are 5 areas of Engagement:

The 5 areas are not hierarchical, so there is no expectation that pupils need to demonstrate progress in all 5 areas. Instead, each of the areas represent what is necessary for pupils to fully engage in their learning and reach their full potential. The areas also provide the scaffolding to enable pupils to become independent in learning a new skill or concept.

Exploration

This shows whether a pupil can build on their initial reaction to a new stimulus or activity, for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity, for example, they may notice it or reach out to it.

Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments, for example, a different time of day, a different place or with different people.

Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.

Realisation

This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The pupil will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'.

Realisation becomes more established when the pupil uses the newly developed skills or knowledge in new ways and in different contexts or environments. This is important as it can keep the pupil excited in their learning and prevents an activity from becoming routine.

Anticipation

This shows how much the pupil predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see).

Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced.

Anticipation is important in measuring the pupil's understanding of cause and effect, for example if they do this, then something will happen. This prepares the brain for learning and helps with the pupil's memory and sequencing.

Persistence

This shows whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it.

Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as changes in their gaze, posture and hand movement.

Persistence is important so that the pupil maintains an activity long enough to develop and reinforce learning. It also helps the pupil apply their skills or knowledge so they can achieve their desired outcome.

Initiation

This shows how much, and the different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome. The pupil will act spontaneously and independently during a familiar activity without waiting for direction.

Initiation becomes more established when the pupil shows they understand how to create an impact on their environment in order to achieve a desired outcome.

Initiation is important to establish how well the pupil is developing independence, which is required for more advanced learning.

Effective use of the engagement model

Effective use of the engagement model is based on regular observational assessment and reflective pedagogy. Observational assessment is central to understanding what the pupil knows and what they can do. It is the most reliable way of building up an accurate picture of the pupil's progress.

When a teacher observes a pupil, they should:

- clearly plan and structure their observations
- try to make sense of the pupil's responses
- ensure all members of staff working with the pupil are able to contribute to the observation process

Staff will ensure regular observations take place so they are able to see evidence of pupils' improved progress across a range of activities, settings and staff.

Pupils will have their own '*Engagement Profile*' which encompasses all these areas so that learning can be at its optimum level.

OBSERVATION

Observational assessment is central to understanding what the pupil knows and what they can do. It is the most reliable way of building up an accurate picture of the pupil's progress and help create their Engagement Profile.

When a teacher observes a pupil, they will:

- clearly plan and structure their observations
- try to make sense of the pupil's responses
- ensure all members of staff working with the pupil are able to contribute to the observation process

Evidence of the pupil's progress through each of the 5 areas of engagement will be collected in a range of different ways. Observations will be replicated in different environments to identify what works best for the pupil. Equally, one assessment activity can assess the pupil's development through more than one of the 5 areas of engagement. Observations will be carried out regularly to obtain a complete picture of the child's engagement in their learning.

Evidence gathered from the engagement model assessment will inform the teacher's knowledge of the pupil's development of skills, concepts, knowledge and understanding through the school's curriculum. These can be written, photographs or video recordings.

Involving parents/carers in observation:

St Nicholas School recognises the importance of the contribution parents and carers can provide. They can offer essential information on the impact of SEND support outside of school and any changes in the pupil's needs. They can provide insight about their child's interests and development outside of school, particularly in terms of what activities the child highly engages with. This can help to inform the approach to the pupil's assessment, personalised curriculum and pedagogy.

Paragraph 6.67 of the SEND code of practice outlines that these discussions should be led by a teacher with a good knowledge and understanding of the pupil.

Involving other professionals in the assessments

Many pupils who are not engaged in subject-specific study will have specific needs, which are central to their learning and quality of life. Some pupils may have a range of therapeutic needs or require paramedical care. Provision for these needs is an essential element of a school's curriculum and assessment planning. This provision enhances a pupil's readiness to learn in many ways, for example by:

- supporting the accurate identification and assessment of individual needs in language and communication
- positioning the pupil so that they learn effectively
- helping the pupil maintain good posture, appropriate muscle tone, ease of movement and encouraging the development, refinement or maintenance of skills in independent mobility
- helping the pupil to eat and drink
- promoting relaxation and support to help the pupil manage stress and anxiety
- providing palliative treatments for painful or degenerative conditions to support the pupil's health and wellbeing
- promoting the pupil's autonomy and independence using specialist aids and equipment
- developing the pupil's self-esteem
- allowing the pupil's behaviour and alternative ways of communicating to be acknowledged and understood

Some forms of therapy, for example speech and language, occupational or physiotherapy, may be necessary to maintain the pupil's physical wellbeing or the development of basic learning, health or emotional needs. The nature and extent of the support required for individual pupils and the best ways of providing this must be considered carefully.

Other professionals' insight can be used to improve the design of special educational provision for the pupil. They can identify barriers to engagement for the pupil that a teacher may not be aware of and advise on changes that may improve engagement, and therefore the learning possibilities for the pupil. They can also provide specialist insight into how the pupil is demonstrating engagement through each of the 5 areas.

The sharing of ideas and strategies from different perspectives encourages the enrichment of the pupil's personalised curriculum and pedagogy. Many schools encourage this collaborative, multi-agency approach through:

- active support from members of the senior management team
- providing time for regular, formal and informal discussions and moderation
- joint planning, problem solving and decision making

- an understanding of, and respect for, the roles and goals of other professionals
- the use of a common, easily understood language
- in-service training in teamwork

Data is inputted into the schools Earwig System and based on evaluation of EHCP outcomes and targets and through the observational assessment of the Engagement Model.

Assessment focuses on the four areas of learning - Communication and Interaction, Knowledge and Understanding (C&L), Physical Development (Phys & Sens) and Well Being (SEMH). We recognise the individual nature of our pupils and that whilst some may excel in areas others may not and therefore have created the 'Stars of Success' which encompass and incorporate a variety of assessment tools relevant for our pupils.

In addition to these assessment tools, in Key Stage 4 through to 5, pupils work on gaining accreditation through the OCR Life and Living skills programmes. This programme encourages transitioning of skills into everyday life and modules are selected to suit individual need. Some students may gain a certificate or diploma.


Assessment will focus of the levels within the Continuum of Skill Development as defined below:

CONTINUUM OF SKILL DEVELOPMENT


In the **PROMPTING** stage new skills are taught and practised so the person understands the task, what the outcome will be and what it feels like to perform and succeed.

PROMPT			
From dependent		to independent	
Learners complete tasks independently			
The learner is provided with support throughout the task. Support may be in the form of physical gestural or verbal guidance.	Support is still provided but there is a reduction in the level or frequency of prompting given.	The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.	The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.


In the **FLUENCY** stage the new skill is introduced and used functionally for as many activities as possible. During the Fluency stage the student gains strength and a control in the new skill, uses the skill for longer periods, carries out more repetitions and generalises the skill in different settings.

FLUENCY			
From approximate			to accurate
Learners reach a level of mastery combining speed and accuracy.			
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.	The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.	The skill is sufficiently accurate to meet the requirements of the task but my need refinement. The learner starts and completes the task with little faltering or hesitation.	The skill is smooth, swift and accurate. No further refinement is needed.

In the **MAINTENANCE** stage skills need to be maintained and incorporated into daily routine.

MAINTENANCE			
From inconsistent			to consistent
Learners maintain competency over time through repetition. They remember how to do a task after a break.			
The skill has been observed on a single occasion only.	The skill is observed on more than one occasion but only intermittently.	The skill is reliably repeated but may need refreshing after a break.	The skill is consolidated and maintained over time. It is remembered after a break.

In the **GENERALISATION** stage students take previously learnt skills and apply them to new situations. Skills should be used in as many settings as possible: at school, home and in the community.

GENERALISATION			
From single context			to many contexts
Learners achieve mastery in different settings or contexts, with different stimuli or with different staff.			
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.	The skill is repeated but with some variation in setting, context, materials, or staff.	The skill is frequently, but not yet consistently, demonstrated in different settings or contexts, with different stimuli or materials or with different staff.	Skills are reliably demonstrated in different settings or contexts, with different stimuli or materials and with different staff.

Language of Progress

Prompting	Fluency	Maintenance	Generalisation
Curious Explore	Awareness Shows response or recognition, anticipation	Persistence/ determined/ purposefully/ continue.	Initiate, explore Finding out more about an activity or experience.
Initiate Self-directed request, movement or indication.		Anticipate shown through...	
Experience Accept	Discovery/Finding/Surprise An action or experience that causes realisation, excitement.	Partly persisted	Single context
Tolerate shown through...		On a single occasion Initially	Variety of environments
Accept shown through...	Respond	Intermittently	
Coactive exploration	approximate	Observed frequently	Staff: Same, familiar, a range of...
Engage	Increasingly purposeful and coordinated	Mostly persisted	Peers: Familiar, Pairs, small group, different...
Actively Participate Collaborate, anticipate, recall	Deliberate	1,2,3...occasions	Reliably demonstrated in different settings
Active involvement	Sufficiently accurate	Reliably repeated if refreshed after a break	Application
Modelling			
Facilitated	Completes the task with little hesitation	Persistent	Context
Support provided throughout the task			
Prompts: Physical, Gestural, Visual, Verbal, Symbol Initial, partial, continuous Reduction in level or frequency Minimal prompting	Smooth, swift and accurate	Maintained over time	
	With ease	Consistently	
	Fluently	Consolidate	
	Refined		
Working alongside			
Emerging			
Encouragement but no prompting			
Independently			

Planning for Progression

Planning for progression for pupils not engaged in subject-specific study might focus on:

- creating opportunities to practice, consolidate, maintain and generalise skills and concepts
- introducing new skills, knowledge and understanding and increasing the breadth of the curriculum content
- introducing opportunities to apply skills, knowledge and understanding in new settings and environments
- extending learning contexts to include more age-appropriate activities and resources and a wider range of people and environments
- increasing engagement and participation in learning by providing pupils with a variety of support equipment that provides them with the opportunity to take control of their environment, to increase mobility and to develop and use different ways of communicating
- introducing a range of teaching methods and styles
- providing opportunities for pupils to move away from adult support and towards autonomy in using a new skill

In practice, all of these will be linked. Planning can ensure that different forms of progression relate to and support one another, for example, providing learning opportunities outside the pupils' familiar environments can help them apply skills in a range of contexts.

CURRICULUM THEMES

There will be nine themes over a three-year cycle, each theme building from one key stage to the next to show progression and development of experiences.

YEAR	THEME
YEAR ONE – terms 1 & 2	Who am I?
Terms 3 & 4	Celebrations
Terms 5 & 6	Play
YEAR TWO- terms 1 & 2	Relationship
Terms 3 & 4	Community
Terms 5 & 6	Seaside
YEAR THREE – terms 1 & 2	Senses
Terms 3 & 4	Travel
Terms 5 & 6	Water

INTERVENTIONS ACCESSED

Active Education	MOVE	Hydrotherapy	Sensology	Interactive Music
Therapy Programmes	Rebound Therapy	Intensive Interaction	Massage Therapy	Sensory Integration
Counselling	Clever Hands	Clever Fingers	PECS	SNAKKIES
TAG	Play Therapy	Sensory Music	Writedance	Reflexology
Sensory Circuits	Story Massage	Interactive Art	VI Programmes	Art Therapy

CURRICULUM STRATEGIES

Sensory stories	Early communication	Community visits	Drama/role play	Sensory play
Positive Behaviour Support	Sensory Diets	Interactive Whiteboard/ Ipads	PSHE programmes	Inclusion opportunities
Sensory room	Eye gaze	Sensory massage	Specialist Art	Specialist Music
Makaton/ Visual supports	AAC's	TAC PAC	Sherbourne	Objects of reference

TARGET SETTING

Targets and longer term Outcomes are set with parents/carer's and other professionals primarily through the Education, Health and Care Plan system. We value the importance of our collaborative work with multi-agency colleagues including Speech and Language Therapy, Occupational Therapy and Physiotherapy which ensures that long term targets are current, functional and reflective of the individual needs of the pupil. For Pupils not yet subject specific learners and where the SHINE curriculum is appropriate, will be on the SHINE Goals programme. This Programme sets specific achievable goals, within a time frame, to demonstrate the progress the pupils attain, albeit small steps. These goals are practised daily and pupil achievements are monitored by regular observations and recording which then contribute to the next step assessment process. Pupils accessing the MOVE/Active Education programmes will have targets incorporated into their timetable. Targets reflect individual need and may incorporate elements of the National Curriculum which are appropriate to them.

We believe the targets set for individual pupils are extremely important, therefore are an integral part of our curriculum delivery. We ensure that they are meaningful and relevant to pupils which give realistic and attainable outcomes. Teachers work hard to continually

review and assess student learning and adapt experiences according to individual progress and need.

All students will be baselined against the assessment criteria on entry into school and their targets will be assessed termly with new targets set. Targets are assessed according to the level of skill achieved and the degree to which it was independent. We understand that some pupils do not always achieve their targets due to illness, change in diagnosis or absence. Each target is reviewed and analysed to ensure they are achievable to reflect the current situation. Successes are built upon, and acquired skills maintained through practice.

EVALUATION

St Nicholas School continually evaluates both Teaching and Learning as well as the effectiveness of our curriculum and assessment tools. We work collaboratively with the Kent Association of Special Schools (KASS) to critically compare and moderate student work.

Teachers follow the marking policy of the school and use a variety of tools to capture pupil progress through photographs, observation, video and pupil work. Data is collected three times per year and analysed to track pupil progress.

Students receive an annual report detailing their experiences throughout the year. In addition, pupils on the SHINE Goals Programme have three multi-agency meetings per year which give feedback and progress to parents/carers.