

BEECH

Fundamentals of Communicating, Interacting & Connection Building



Key Stage 1

## Curriculum Intent:

Students will be exposed to a range of techniques and resources including Makaton, visual supports, spoken language, gesture, body language and communication boards to promote social communication, parallel and shared play, turn taking and social engagement.

Teaching will be discrete and holistic. Students will be offered opportunities through play-based activities and some formal adult led activities.

## Implementation:

The teaching of Fundamentals of Communicating, Interacting & Connection Building is immersed into every aspect of the student's day.

Students may not yet be able to independently communicate their wants and needs. Therefore, teaching and learning is highly personalised and child-led and will feature a wide range of highly motivating opportunities to encourage spontaneous communication, shared attention and engagement.

Students will be offered a variety of opportunities to develop their communication skills through the use of objects of reference, intensive interaction, symbols and choice boards so that they can begin to communicate their wants and needs with familiar adults.

## Learning Specific Skills:

- I can begin to make choices
- I can explore resources alongside a peer
- I can take turns with an adult.
- I can tolerate a peer in my personal space.

BEECH

Fundamentals of Communicating, Interacting & Connection Building



Key Stage 2

## Curriculum Intent:

Students will explore to a range of techniques and resources that develop social communication, parallel and shared play, turn taking and social engagement.

Teaching will continue to be holistic. Students will be more aware of the routines and structures within their learning environment and are more able to participate and engage in adult led activities alongside peers.

## Implementation:

The teaching of Fundamentals of Communicating, Interacting & Connection Building is immersed into every aspect of the student's day.

Students are developing their ability to communicate their wants and needs. Teaching and learning continues to be highly personalised and child-led and will feature a wide range of highly motivating opportunities to develop students use of spontaneous communication, shared attention and engagement.

Students will continue to be offered a variety of opportunities to develop their communication skills through the use objects of reference, intensive interaction, extended communication boards so that communicate their wants and needs to a range of adults and peers. Students will begin to develop their vocabulary so that they can comment on the world around them.

## Learning Specific Skills:

- I can make choices from a range of options
- I can tolerate sharing resources with a peers.
- I can take turns with a peer.
- I can begin to initiate interactions with my peers

# Curriculum Progression Map

BEECH

Fundamentals of Communicating, Interacting & Connection Building



Key Stage 3

## Curriculum Intent:

Students will embed a range of skills that extend social communication, parallel and shared play, turn taking and social engagement.

Students' communication skills will be more embedded. Teaching will enhance the student's communication abilities to extend conversational language through the pitching of activities.

## Implementation:

The teaching of Fundamentals of Communicating, Interacting & Connection Building is immersed into every aspect of the student's day.

Students are able to communicate their wants and needs. Teaching and learning encourages students to develop their vocabulary so that they begin to use conversational skills with a range of adults and peers. The activities continue to be highly personalised and child-led and will feature a wide range of highly motivating opportunities.

Students will continue to be offered a variety of opportunities to develop their communication skills through the use of objects of reference, intensive interaction, extended communication boards so that they can embed and extend their conversational skills using a wide vocabulary. Students may be exposed to communication devices so they can develop their independence in their communication.

## Learning Specific Skills:

- I can comment on an activity and what is happening around me.
- I can participate in whole group and small group activities with peers.
- I can take turns with a range of people.
- I can initiate interactions with a range of peers

# Curriculum Progression Map

BEECH

Fundamentals of Communicating, Interacting & Connection Building



Key Stage 4

## Curriculum Intent:

Students will confidently use a range of communicative skills to further extend their social communication, parallel and shared play, turn taking and social engagement.

Students' communication skills will be more embedded and focus on developing their confidence in conversational skills so that they can develop meaningful relationships with everyone they meet.

## Implementation:

The teaching of Fundamentals of Communicating, Interacting & Connection Building is immersed into every aspect of the student's day.

Students are able to communicate their wants and needs. Teaching and learning encourages students to develop their vocabulary so that they are confident to use conversational skills with a range of adults and peers. The activities continue to be highly personalised and child-led and will feature a wide range of highly motivating opportunities.

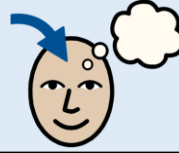
Students will continue to be offered a variety of opportunities to develop their communication skills through the use of objects of reference, intensive interaction, extended communication boards so that they can embed and extend their conversational skills using a wide vocabulary. Students may be exposed to communication devices so they can develop their independence in their communication.

## Learning Specific Skills:

- I can comment on an activity and what is happening around me in a reciprocal conversation with a peer or adult.
- I can participate in a range of familiar and unfamiliar whole group or small group activities
- I can confidently take turns with a range of people.
- I can initiate interactions with a range of people about various topics.

BEECH

Engagement & Learning



Key Stage 1

## Curriculum Intent:

Students will begin developing pre-requisite skills of learning. They will begin to accept engagement in familiar adult-led activities.

Students will be exposed to a range of familiar routines and opportunities that promote engagement and learning in a variety of contexts.

Students will be exposed to a range of environment so that they can begin to apply their learning in a range of contexts.

## Implementation:

During formal adult-led activities, students are provided with individual TEACCH schedules so that they become familiar with structured routines. Students are offered opportunities to engage with their workstation tasks so that they begin to develop some understanding of independent skills. During group table activities, students will begin to engage in unfamiliar activities and develop their attention skills so that they can be exposed to early functional English and Maths concepts.

Phonological awareness is delivered using a multi-sensory, explorative and cross curricular approach. There are daily reading opportunities for our students to begin to develop an understanding of books as well as to gain enjoyment from reading.

Functional Maths focuses on Early Number, Early Measurement and Early Geometry.

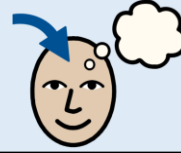
Students are invited to access activities to develop their creativity using familiar resources and materials.

## Learning Specific Skills:

- I can attend and engage in an adult-led activity for a short period of time.
- I can tolerate exploring new and unfamiliar activities.
- I can accept transitioning to a range of familiar environments.

BEECH

Engagement & Learning



Key Stage 2

## Curriculum Intent:

Students are developing the pre-requisite skills in learning. They are accepting of engaging in a range of familiar adult-led activities.

Students will be able to participate in a range of familiar routines and opportunities that promote engagement and learning in a variety of contexts.

Students will be more able to apply their learning in a range of contexts so that they can transfer these skills to familiar and unfamiliar environments.

## Implementation:

During formal adult-led activities, students are engaging with individual TEACCH schedules demonstrating that they are familiar with structured routines. Students are offered opportunities to exercise independent skills when completing their workstation tasks. During group table activities, students will continue to engage in new learning and develop their attention so that they can apply their thinking and problem-solving understanding to functional English and Maths skills.

Phonological awareness is delivered using a multi-sensory and cross curricular approach, depending on the individual. If suitable, students will engage with our phonics programme to learn phonemes as well as other relevant reading methods: i.e., sight reading, whole-word reading and contextual reading. There are daily reading opportunities for our students to begin to develop an understanding of books as well as to gain enjoyment from reading.

Functional Maths focuses on embedding the Early Number, Early Measurement and Early Geometry learning from KS1 in a range of contexts and environments.

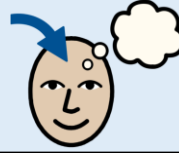
Students are encouraged to access activities to develop their creativity using a wider range of resources and materials.

## Learning Specific Skills:

- I can attend and engage in an adult-led activity for a sustained period of time.
- I can engage in new and unfamiliar activities
- I can explore a range of familiar and unfamiliar environments and begin to apply learnt skills

BEECH

Engagement & Learning



Key Stage 3

## Curriculum Intent:

Students will be able to participate and engage in a range of familiar adult-led as well as independent and group activities.

Students will be demonstrating independence when engaging in a range of embedded routines and opportunities that promote engagement and learning in a variety of familiar contexts.

Students will be able to extend their creativity using a wider range of resources and materials with increasing levels of independence.

Students will be able to apply their learning in a range of contexts so that they can transfer these skills to familiar and unfamiliar environments.

## Implementation:

During formal adult-led activities, students are using their individual TEACCH schedules so that can successfully follow the routines and structures in the learning environment. Students are able to engage with more independence at their workstation to continue to develop individual skills. During group table activities, students will embed and extend their engagement in new learning so that they can apply their thinking and problem-solving understanding to functional and some abstract English and Maths skills.

Students will engage with our phonics programme to apply their phonics knowledge to segment and blend words. Depending on the student, other relevant reading methods: i.e., sight reading, whole-word reading and contextual reading. There are daily reading opportunities for our students to begin to develop an understanding of books as well as to gain enjoyment from reading.

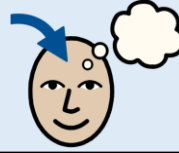
Functional Maths focuses on Number, Geometry, Measurement, Time and early money

## Learning Specific Skills:

- I can attend and engage in an adult-led activity for an extended period of time.
- I can participate in new and unfamiliar activities with increasing independence.
- I can generalise my skills in a range of contexts.

BEECH

Engagement & Learning



Key Stage 4

## Curriculum Intent:

Students will be able to participate and engage in a range of familiar and unfamiliar adult-led as well as independent and group activities.

Students will demonstrate a higher level of independence when engaging in a range of embedded routines and opportunities that promote engagement and learning in a variety of familiar and unfamiliar contexts.

Students will be able to embed their creativity using a wider range of resources and materials with increasing levels of independence.

Students will independently be able to apply their learning in a range of contexts so that they can transfer these skills to familiar and unfamiliar environments.

## Implementation:

During formal adult-led activities, students are independently using their individual TEACCH schedules so that can successfully follow the routines and structures in the learning environment. Students are able to engage with more independence at their workstation to continue to develop individual skills. During group table activities, students will embed and extend their engagement in new learning so that they can apply their thinking and problem-solving understanding to functional and abstract English and Maths skills.

Students will engage with our phonics programme to apply their phonics knowledge. Depending on the student, other relevant reading methods: i.e., sight reading, whole-word reading and contextual reading. There are daily reading opportunities for our students to begin to develop an understanding of books as well as to gain enjoyment from reading.

Functional Maths focuses on Number, Geometry, Measurement, Time, Money and Statistics.

## Learning Specific Skills:

- I can attend and engage in an adult-led activity for a lengthy period.
- I can participate in new and unfamiliar activities with independence.
- I can generalise my skills confidently in a range of contexts.



# Curriculum Progression Map

BEECH

Emotional Wellbeing



Key Stage 1

## Curriculum Intent:

Students will be provided with a robust routine which will allow for flexibility and personalised learning approaches. This will allow for individualised positive wellbeing support.

Students will begin to understand the language of emotions and will accept highly motivating strategies to support their emotional and sensory regulation.

## Implementation:

Emotional Wellbeing is immersed into every aspect of the student's day.

Students will have access to a highly adapted environment which maximises their learning potential.

Students will be exposed to a range of sensory experiences to develop their tolerance.

Students will be exposed to the Zones of Regulation through staff modelling which will enable students to accept strategies used by staff to help them regulate.

Students will have a Positive Behaviour Support Plan which are regularly reviewed during meetings with parents to support their wellbeing.

## Learning Specific Skills:

- I can accept an adult modelling the language of how I am feeling
- I can accept an adult supporting when I am dysregulated
- I can tolerate new sensory experiences.

BEECH

Emotional Wellbeing



Key Stage 2

## Curriculum Intent:

Students will be provided with a robust routine which will allow for flexibility and personalised learning approaches. This will allow for individualised positive wellbeing support.

Students will begin to understand their emotions and use a range of sensory, mutual and self-regulation strategies.

## Implementation:

Emotional Wellbeing is immersed into every aspect of the student's day.

Students will have access to a highly adapted environment which maximises their learning potential.

Students will explore to a range of sensory experiences to develop their tolerance.

Students will begin to identify their emotions using the Zones of Regulation which will enable students will begin to identify mutual and self-regulation strategies that help them to regulate.

Students will have a Positive Behaviour Support Plan which are regularly reviewed during meetings with parents to support their wellbeing.

## Learning Specific Skills:

- I can begin to identify how I am feeling or what zone I am in
- I can choose from a range of strategies to support me to regulate.
- I can explore a range of sensory experiences.

BEECH

Emotional Wellbeing



Key Stage 3

## Curriculum Intent:

Students will be provided with a robust routine which will allow for flexibility and personalised learning approaches. This will allow for individualised positive wellbeing support.

Students will understand and identify their emotions and begin to request to use a range of sensory, mutual and self-regulation strategies.

## Implementation:

Emotional Wellbeing is immersed into every aspect of the student's day.

Students will have access to a highly adapted environment which maximises their learning potential.

Students will be engaging with a range of sensory experiences to develop their tolerance.

Students will be able to independently identify their emotions using the Zones of Regulation which will enable students to begin to request strategies to help them to regulate.

Students will have a Positive Behaviour Support Plan which are regularly reviewed during meetings with parents to support their wellbeing.

## Learning Specific Skills:

- I can identify how I am feeling
- I can request a range of strategies to support me to regulate.
- I can participate and engage with a range of sensory experiences.

BEECH

Emotional Wellbeing



Key Stage 4

## Curriculum Intent:

Students will be provided with a robust routine which will allow for flexibility and personalised learning approaches. This will allow for individualised positive wellbeing support.

Students will understand and identify their emotions and confidently request to use a range of sensory, mutual and self-regulation strategies prior to becoming dysregulated.

## Implementation:

Emotional Wellbeing is immersed into every aspect of the student's day.

Students will have access to a highly adapted environment which maximises their learning potential.

Students will be actively engaging with a range of sensory experiences to develop their tolerance.

Students will be able to independently identify their emotions using the Zones of Regulation which will enable students to confidently request strategies to help them to regulate.

Students will have a Positive Behaviour Support Plan which are regularly reviewed during meetings with parents to support their wellbeing.

## Learning Specific Skills:

- I can identify how I am feeling and when I am about to become dysregulated
- I can confidently request a range of strategies to support me to regulate.
- I can confidently participate and engage with a range of sensory experiences.

# Curriculum Progression Map

BEECH

Independent Living,  
Community & Healthy  
Living



Key Stage 1

## Curriculum Intent:

Students will be exposed to the consistent routines and structures within the classroom. Students will begin to transition with adult support to access a range of different environments within the school. Students will access some offsite school trips to motivating places such as horse riding, softplay and forest school.

Students will begin to support in their own personal care (e.g., pulling their trousers down, raising their arm to take their coat off).

Students will be exposed to physical activities to develop their fine and gross motor skills.

## Implementation:

Teaching of Independent and Healthy Living is immersed into every aspect of the student's day. Community-based learning opportunities are offered through school trips and horse riding.

Students will engage in weekly PE lessons to develop basic movements including running and jumping.

## Learning Specific Skills:

- I can follow the routines and structures in class with support from adults.
- I can transition to different rooms in school with adult support
- I can participate in community-based learning in motivating environments.
- I can explore my body through physical movements.
- I can begin to support adults in my personal care needs.

# Curriculum Progression Map

BEECH

Independent Living,  
Community & Healthy  
Living



Key Stage 2

## Curriculum Intent:

Students will become more familiar with the consistent routines and structures within the classroom and require less adult support to follow them. Students will be able to transition using transitional objects to explore a range of different environments within the school. Students will regularly access weekly offsite trips so that they can begin to become familiar and unfamiliar environments.

Students will be able to be more cooperative in supporting their own personal care (e.g., lifting their t-shirts to their neck, placing their foot in a trouser leg and attempting to pull them up).

Students will be able to engage in a variety of physical activities to develop their fine and gross motor skills, spatial awareness and coordination.

## Implementation:

Teaching of Independent and Healthy Living is immersed into every aspect of the student's day. Community-based learning opportunities are offered through horse riding, forest school, weekly community-based learning activities (e.g. going to the shop, café), and school trips to familiar and unfamiliar places.

Students will engage in weekly PE lessons to develop basic movements including running, jumping, throwing and catching. Students explore their balance, agility and co-ordination and begin to apply these in a play-based activities.

## Learning Specific Skills:

- I can follow the routines and structures in class with some support from adults.
- I can transition to different rooms in school with more independence.
- I can participate in community-based learning in familiar environments.
- I can explore my body through purposeful physical movements.
- I can support adults in my personal care needs.

# Curriculum Progression Map

BEECH

Independent Living,  
Community & Healthy  
Living



Key Stage 3

## Curriculum Intent:

Students will be familiar with the consistent routines and structures within the classroom and are able to follow them. Students will be able to successfully transition to a range of familiar and unfamiliar environments within the school. Students will regularly access weekly offsite trips so that they can become familiar with unfamiliar environments.

Students will be able to co-operate in supporting their own personal care (e.g., putting on their t-shirts and trousers).

Students will be able to engage in a broader range of physical activities to develop their fine and gross motor skills, spatial awareness and coordination.

## Implementation:

Teaching of Independent and Healthy Living is immersed into every aspect of the student's day. Community-based learning opportunities are offered through weekly community visits (including cafés, the swimming pool and shops), external PE enrichment activities and regular school trips.

Students will engage in weekly PE lessons to develop basic movements including running, jumping, throwing and catching and begin to explore competitive games. Students develop their balance, flexibility, strength, control and spatial awareness and apply these in familiar environments.

## Learning Specific Skills:

- I can follow the routines and structures in class independently.
- I can successfully transition to different rooms in school.
- I can participate in community-based learning in unfamiliar environments.
- I can use purposeful body movements to develop control and spatial awareness.
- I can complete my personal care routine independently.

# Curriculum Progression Map

BEECH

Independent Living,  
Community & Healthy  
Living



Key Stage 4

## Curriculum Intent:

Students will be familiar with the consistent routines and structures within the classroom and are confidently able to follow them. Students will be able to successfully transition to a range of familiar and unfamiliar environments within the school. Students will regularly access weekly offsite trips and are beginning to be able to identify dangers in the community.

Students will be able to independently complete my personal care routines (including more complex fastenings).

Students will be able to engage in a broader range of physical activities including competitive sports. Students will be able to become more aware of how physical activity can help them be healthier.

## Implementation:

Teaching of Independent and Healthy Living is immersed into every aspect of the student's day. Community-based learning opportunities are offered through weekly community visits (including cafés, the swimming pool and shops), external PE enrichment activities and regular school trips.

Students will engage in weekly PE lessons to develop basic movements including running, jumping, throwing and catching and participate in competitive games. Student develop their balance, flexibility, strength, control and spatial awareness and apply these in familiar and unfamiliar environments.

## Learning Specific Skills:

- I can confidently participate in external school trips with ease.
- I can begin to identify some dangers in the community independently.
- I can confidently participate in a range of physical activities which require control, coordination and competitive games.
- I can understand how physical activity can help me be healthy.
- I can complete complex aspects of my personal care routine independently.