

ISC Curriculum Balance and Rationale

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Key Skills	PE/Swim/Sherborne	Maths	English	Community Studies	Music	PSHE/Living skills	Horticulture	Massage	Communication/Jabadao	Cycling	Food Technology

The Intensive Support Centre (ISC) is a specialised learning environment for pupils and students ranging from Key Stage 2 to Key Stage 5. The Intensive Support Centre caters for learners who present with Severe Challenging Conduct and Autism, communication difficulties or high-level needs and currently holds up to 12 learners, who are separated in to two groups. Each learner has 1:1 support from a trained Teaching Assistant in addition to support available from two learning mentors and a class teacher.

All learners in the ISC have a Key Skills Care Plan, which includes a life skills planner. These targets meet each learner's needs on an individual basis dependent upon priorities for the learner. Emma Walsh (Lead Teacher for the ISC) and Samantha Dillon (Deputy Head Teacher) have identified which lessons and sessions are a priority for the group of learners. The timetable each afternoon has three sessions including a daily communication session. The learners in the ISC are dis-applied from the National Curriculum. The learners receive a highly stimulating and motivating curriculum to promote independence, tolerance, and acceptance of the world around them. The curriculum for the ISC is built upon the priority of need for each learner.

The Vision for the Intensive Support Centre over the Academic Year 2020 - 2021

INTENT

The curriculum in the Intensive Support Centre will enable the students to become as independent as possible in their adult life. The students will be able to make choices for their wants and needs using their preferred method of communication. There will be inclusive links within main school for those learners to socialise with their peers and access lessons, which will enable the students to develop their sense of belonging in the school community.

Emma Walsh, Rachel Tapley (Speech and Language Therapist) and Samantha Dillon to implement the PEIC – D communication system throughout the ISC. This allows all forms of communication and interaction between learners and staff to be addressed from the very early stages of communication. Records will be completed to ensure all learners are making progress with each stage.

Emma Walsh has reintroduced Key Skills files and Small Steps to Success files so all members of staff know their key learners well and know their current and next steps. This enables the team to work proactively to aid learner knowledge and understanding, scaffolding learning appropriately and at the learner's own pace.

Samantha Dillon and Emma Walsh would like the learners of the ISC to access inclusive links into main school on a regular basis such as eating lunch in the main school hall, attending celebration assemblies and joining appropriate lessons alongside peers.

IMPLEMENTATION

In the Intensive Support Centre there is a Lead Teacher (Emma Walsh), 2 Learning Mentors and 13 Teaching Assistant Level 2B's. There are currently 12 learners in the ISC, all of whom have a designated 1:1 TA. One student in the ISC has a 2:1. Emma Walsh has ensured all staff members within the ISC have current knowledge of the timetable, curriculum balance and the intention for moving the ISC forward to build on the learner's current knowledge, skills and experience.

All members of staff have daily briefings and work together through close discussion and review of the Small Step targets for all learners. All lessons and sessions that are run within the ISC are carefully planned for and are bespoke to meet the individual needs of the learner. The Intent, Implementation and Impact are embedded in all lessons and sessions within the ISC and each learner has individual targets to develop skills in each area.

IMPACT

All learners will make expected progress or will exceed expected progress. Data will show the impact the curriculum has had on the learners. Case studies and overall achievement made with the learners of their levels of tolerance and acceptance of the world around them will demonstrate the impact, which the curriculum has had upon them. Learners will have developed skills to equip them to support with their own independence for life.