

iASEND and Curriculum Rationale

iASEND

With the removal of the old levels of attainment and the introduction of a new National Curriculum in September 2015, we chose to use this as an opportunity to consider the learning needs of our pupils and the assessment framework we use to support their learning. The assessment framework needs to effectively underpin the curriculum in school and support teachers to target learning opportunities precisely to maximise attainment and progress.

iASEND is the assessment framework used within Percy Hedley School and maps directly onto both the National Curriculum and our curriculum offer. The assessment statements can be used as learning objectives, which target learning opportunities at the next steps on an individualised basis. In addition to capturing 'vertical progress' (new learning and skills), iASEND captures 'horizontal learning' (depth of learning and understanding).

Pupils at Percy Hedley School may reach a point in their learning journey where acquiring new knowledge or skills interferes with, or degrades, their prior learning and attainment. By teaching for understanding and the ability to generalize knowledge and skills, we deepen pupils' learning and this leads to functional understanding. By approaching learning in this way, we ensure that our pupils can apply what they know across many contexts and this functionality sits within one of our Key Drivers – **Functionality and Independence**.

iASEND covers all levels of attainment from P1(i)e to Key Stage 3 learning objectives (approximately old National Curriculum level 7+). The attainment of all pupils in school can be effectively measured and tracked using this assessment tool. Analysis can take place looking at various cohorts and pupil populations and effective benchmarking with other provisions is easily achievable. iASEND is split into the four core areas of English, Maths, Science and Computing, and progress is recorded, tracked and analysed in each of these strands. This information is used not only to show progress on an individual level but also collated to show progress across the school in key curricular areas. From this, any area needing a particular focus can be identified and intervention planned.

In addition to this, the raw scores are used to provide a mean score for each child and this information plotted on a whole school chart to show the spread of progress of all pupils against iASEND level and key stage. Behind this "flight paths" are highlighted showing the expected level of progress within each of the five levels. From this expected outcomes can be identified at leavers destinations are shown. Any pupil deviating from their flight path can be quickly and easily identified and any additional support necessary can occur swiftly.

Pupil progress towards targets in each curricular area is also highlighted using a colour code system for quick reference. Progress toward Education Health and Care outcomes are collated each term and the progress towards targets highlighted. This information is also colour coded, alerting staff to any areas of concern. Intervention can then be planned, tracked and the impact analysed.

Curriculum

Our curriculum is designed to meet the learning needs of our pupils in school. It differs by Key Stage and iASEND stages of attainment, and the method of delivery also differs according to pupil population. The curriculum is based on the National Curriculum but also reflects and supports our three Key Drivers – **Communication, Wellbeing and Functionality and Independence.**

Pupils with Speech and Language Difficulties

In Key Stages one and two, pupils access a curriculum based on a topic based, vocabulary led approach. The National Curriculum is the basis for the learning of new knowledge and skills but is modified by The 'Experiential Language, Topic Based Approach' (ELTBA) that has been designed specifically to meet the needs of each individual child. The significant difficulties these pupils experience with acquiring, understanding and communicating language spontaneously, mean that it is essential that the curriculum we offer places a strong emphasis on the pupils being involved in meaningful, functional, everyday experiences resulting in the specific teaching of targeted vocabulary and concepts, in a variety of different contexts, in order to aid contextual learning and generalisation. Pupils follow a two-year topic cycle that is closely linked to the detailed teacher/therapist assessments. At Key Stage three the curriculum becomes more subject specific and this leads to accreditation into Key Stage four and Post 16.

Pupils at Percy Hedley School present with a range of significant and severe speech, language and communication difficulties. To meet their communication needs, we have an integrated approach to teaching and therapy. Speech and language therapists, occupational therapists, physiotherapists and teachers work together with skilled support staff, using a range of recognised strategies, to address pupils' highly specific and individual needs. Additional staff, e.g. Teachers of the Hearing or Visually Impaired, are part of the wider school team and are involved with individual pupils as appropriate.

Pupils with Cerebral Palsy (and other motor disorders)

The school approach follows the principles of Conductive Education as developed in the Peto Institute, Budapest. This holistic approach works on the development of the whole child integrating education, therapy and care. The main aim of the approach is to develop the whole personality of the child and focuses on a 'can do' attitude, striving for independence at every level.

Younger pupils complete task series motor programmes on a daily basis working on the development of normal motor patterns through task led activities in different places and positions. Throughout the daily routine opportunities are provided to enable pupils to develop their independence through all activities. Specialist teachers, conductor/teachers, physiotherapists, occupational therapists, speech and language therapists and special support assistants create the trans-disciplinary team working around the child. Pupils work on the Early Years Foundation Stage curriculum and our specialist Key Stage one or two curriculum as appropriate. Therapy is integrated into the classroom in addition to pupils receiving individual or small group therapy.

Secondary aged pupils continue to follow the principles of Conductive Education; however, the frequency of task series is reduced as the demands of the curriculum increase. Pupils follow the specialist Key Stage three, four and Post 16 curriculum as appropriate.

Percy Hedley School has several pupils with more severe and complex needs operating at lower levels, which mean they are unable to access a more formalised curriculum or assessment model. These pupils are throughout the school from early years through to Post 16. The curriculum we offer for these pupils focusses on developing and assessing their **engagement** rather than assessing **attainment**. We recognise that these learners do not yet have the knowledge, skills and understanding to be ready to learn, and our work in school must focus on preparing them to be able to learn to the best of their ability. If learners are unable to engage with learning, then they will never be able to make concrete attainments. Due to the complex nature of these pupils this process can be prolonged.

Therapists may work with pupils individually, in pairs or small groups or lead whole class sessions supported by teaching staff. Therapy objectives and targets are seen as an integral part of curriculum delivery and are embedded within the daily programme for each pupil. This joint responsibility and collaborative way of working allows for each pupil to receive an individualised approach to their learning which can be immediately responsive to their changing needs.

Approaches include:

- Structured work on understanding and using language including vocabulary development.
- Use of other means of communication if needed such as signs, symbols and communication aids.
- Structured and visual programmes to build the skills underpinning reading and spelling.
- Social Stories and social communication strategies to develop friendship and relationship skills.
- Sensory Integration programmes.
- Fine motor skill programmes to develop independence skills.
- Work in the community to promote independence and personal safety.
- 'Growing-up' groups to support pupils through puberty.
- Specific activities to develop physical skills such as balance, co-ordination, strength and stamina in order to support curriculum access and promote independence.
- Group Pilates work to develop physical skills and strategies for relaxation and wellbeing.

High levels of visual structure are used to support the pupils' learning, such as timelines etc. The learning environment is calm, ordered and uncluttered to promote concentration and there are clear reward systems in place. This ensures that all pupils understand what is expected of them and can work within a class group where they can be challenged in their learning yet still feel secure and supported.