

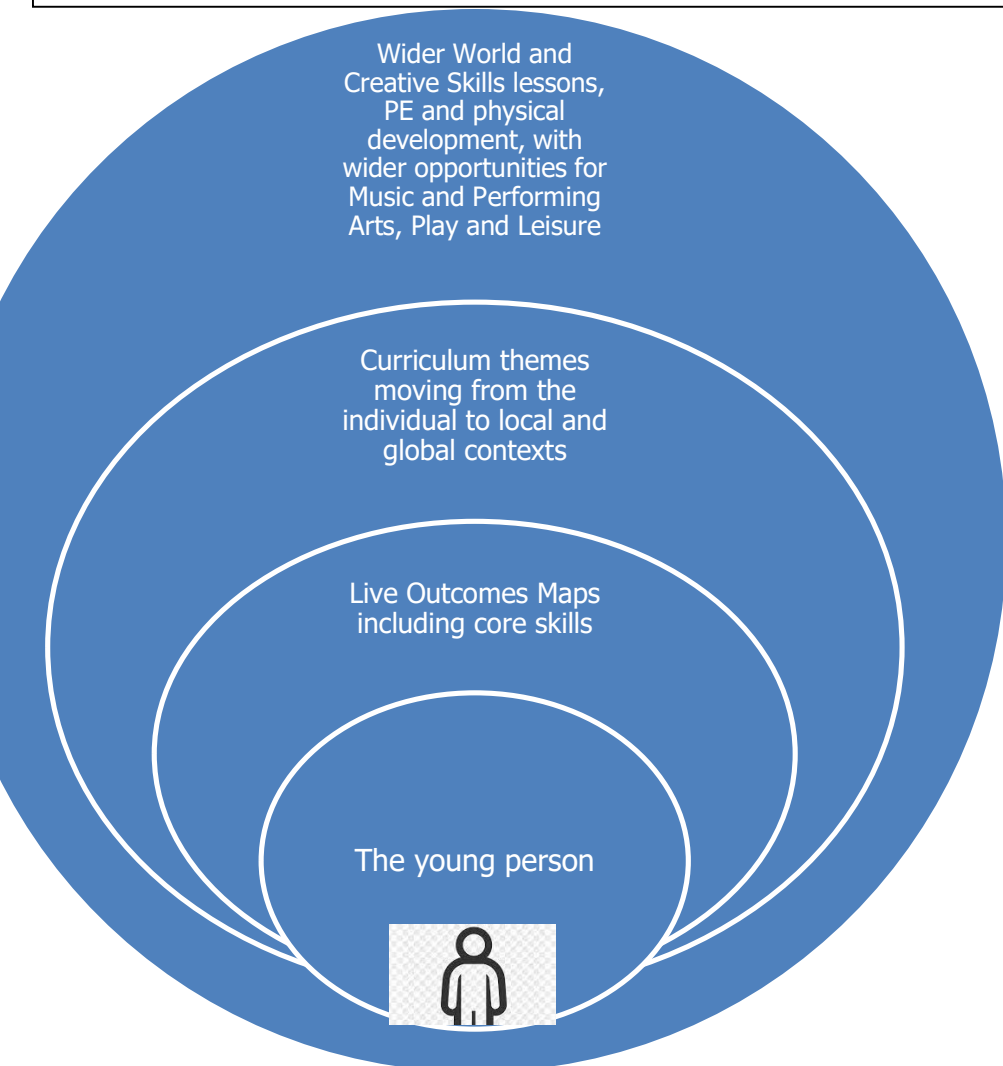
Ickburgh School Curriculum Policy





The Ickburgh Curriculum...

... begins with the young person and what is important to them and their family, expanding into an enriching and broad learning journey.



... delivers Fulfilment, Belonging, Independence.

Fulfilment

- Live Outcomes Maps with core skills empower me with the skills I need to achieve my full potential.
- Opportunities through Creative Skills, PE, and enriching activities help me to realise my wider talents.

Belonging

- Curriculum Themes and Community Learning help me to understand my place in the world, from the immediate, to the local, to the global.
- Wider World lessons help me understand the range of histories and cultures around me.

Independence

- Live Outcomes Maps with core skills help me to be as independent as I can be, in school and beyond.
- Play and Leisure help me to make choices about how I want to spend my free time.

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Intent

Fulfilment, Belonging and Independence

Our curriculum is founded on our school vision: We are committed to providing our learners with a sense of **fulfilment**, **belonging** and the greatest possible level of **independence** they can achieve. We understand these words to have the following meaning to our learners:

Fulfilment – a sense of satisfaction and peace derived from enjoying and succeeding across the days, terms and years of their school experience. This experience will include a range of activities and content which supports them to understand and contribute to the world around them.

Belonging – a feeling of being part of the community; both in class, school and beyond.

Independence – both the communication skills to understand the features of their daily life and have their say, and the life and independence skills to do as much as possible for themselves.

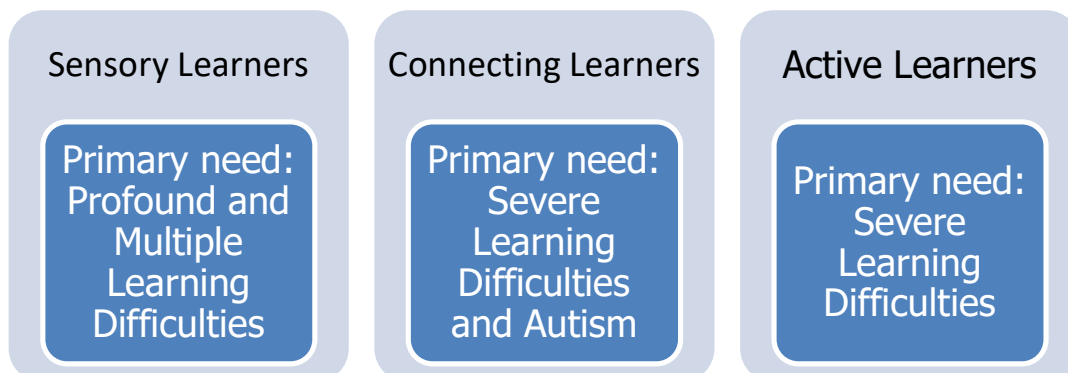
Our curriculum is designed and balanced to achieve these ideals. It provides for rich learning experiences which support learners and students to a greater understanding of themselves, and the world around them, whilst ensuring a high degree of personalisation to achieve goals which are meaningful to them and the people around them. We are guided by the principles of the engagement model, seeing the curriculum as 'the vehicle that teachers use to provide opportunities for their learners to acquire, practise and develop skills and meet the targets specified in their EHC plans.'

Implementation

The Pathways

Many of our learners/students have specific needs which are central to their development and quality of life. Some learners may have a range of therapeutic needs or require paramedical care. Provision for these needs is an essential element of our curriculum and assessment planning.

To ensure the curriculum is appropriate for the needs of the learners and allows them to achieve these outcomes, we have three 'Pathways'. These are designed to provide for the different needs as set out below:





Ickburgh School Curriculum and Assessment Handbook v5

Education, Health and Care Plans and the Live Outcomes Maps

We offer a personalised curriculum and pedagogy for our learners. The curriculum is broken into small steps and personalised in a way that is specific to our learners'/students' needs and coherently sequenced to all learners' starting points and aspirations for the future. It is drawn from the personalised outcomes on our learner's Education and Healthcare plans and divided into key learning areas; Communication/Thinking skills/Physical & Sensory/Social and emotional-with these transitioning to more adult-orientated learning areas from Year 9 onwards. For more on what these learning areas mean for different Pathways and age phases, please see the 'Learning Areas and the Curriculum' section of the document.

Every learner has a 'Live Outcome Map' which sets out the key 6 to 7 priorities for the next Key Stage or two to three years, and the short term outcomes which will move them towards these. As learners move into the Secondary department and Sixth Form, these priorities are increasingly linked to the Department for Education's Preparing for Adulthood agenda.

These outcomes have been set in conjunction with parents/carers and the multi-disciplinary team (including therapists and specialist teachers) which support the learner, as well as the learner themselves where possible. We are aware that the sharing of ideas and strategies from other professionals involved in supporting our learners/students (therapists, specialist teachers) encourages the enrichment of the learner's personalised curriculum and pedagogy. Parents and carers insight about their child's interests and development outside of school also help to inform the approach to the learner's personalised curriculum and pedagogy.

Teachers also draw upon developmental frameworks or checklists relevant to each Pathway to assess a learner's abilities in each area whilst also informing next steps and target setting: Routes for Learning for Sensory Learners, Autism Education Trust framework for Connecting Learners, and Pre key stage 1 & 2 standards for Active Learners.

Connecting Learners have Literacy and Maths outcomes incorporated into their Thinking Skills outcomes to ensure they are making progress through these key areas of learning. For Active Learners, Literacy is further broken down into Reading and Writing outcomes, and Maths into Number, Measurement, and Geometry, to ensure there is sufficient attention paid to skills that will support them towards greater independence. These skills are rehearsed through a cross-curricular approach, with different outcomes associated with different subject areas (e.g. Maths outcomes pursued during Science lessons) to ensure that pupils have the requisite time to rehearse and overlearn these skills, and to also ensure they generalise them in different areas of learning.

Live Outcomes Maps are reviewed on a termly basis, and discussion and reporting happens at annual reviews. An example can be found below:

Pupil Name		Year	3	Academic year	2020-2021
Area of Learning	Long-term outcomes	Short-term outcomes			
1a Communication Expressive	1a. By the end of KS2 E to be able to make 3 requests or comments using spoken words/Makaton signs during a small group session.	Autumn	1a For E to share a picture book with an adult for 3 minutes.		
		Spring	1a For E to share a picture book with an adult and attend to adult comments about the pictures.		
		Summer	1a For E to share a picture book with an adult, commenting , and answering questions about the pictures at least 2 times a week.		
1b Communication Receptive	1b. For E to respond to simple instructions within familiar context.	Autumn	1b For E to respond to direction to stop/finish what he is doing.		
		Spring	1b For E to respond to direction to stop/finish what he is doing with visual support from an adult.		
		Summer	1b For E to respond to direction to stop/finish what he is doing with verbal support from an adult.		
2 Thinking Skills Literacy	2. By the end of KS2 E to be able to share attention with an adult in an adult led activity for up to 5 minutes.	Autumn	2 For E to take part in "Intensive Interaction" sessions for periods of 3 minutes at least 2 times a week with physical support from an adult.		
		Spring	2 For E to take part in "Intensive Interaction" sessions for periods of 5 minutes at least 3 times a week with gestural support from an adult.		
		Summer	2 For E to take part in "Intensive Interaction" sessions for periods of 5 minutes at least 3 times a week.		
3 Social, Emotional, and Mental Health	3 By the end of KS2 E to be able to take turns in an activity with two other children for 5 minutes.	Autumn	3 For E to share a builder's tray with another pupil during messy play.		
		Spring	3 For E to share a builder's tray with another pupil during messy play with physical support from an adult.		
		Summer	3 For E to share a builder's tray with another pupil during messy play with gestural support from an adult.		
4 Physical and Sensory	4 By the end of KS2 E to be able to participate in a wide range of activities.	Autumn	4 For E to engage in an Adult chosen activity followed by an activity or motivator chosen by E.		
		Spring	4 For E to engage in a role play activity with physical support from an adult.		
		Summer	4 For E to engage in a role play activity with gestural support from an adult.		
5 Personal Challenge	5 By the end of KS2 E to express distress using single words or gesture.	Autumn	5 For E to be able to label 2 different emotions ("Happy" and "Sad").		
		Spring	5 For E to be able to label 2 different emotions ("Happy" and "Sad") with physical support from an adult.		
		Summer	5 For E to be able to label 2 different emotions ("Happy" and "Sad") independently both in pictures and real life.		

Subject areas

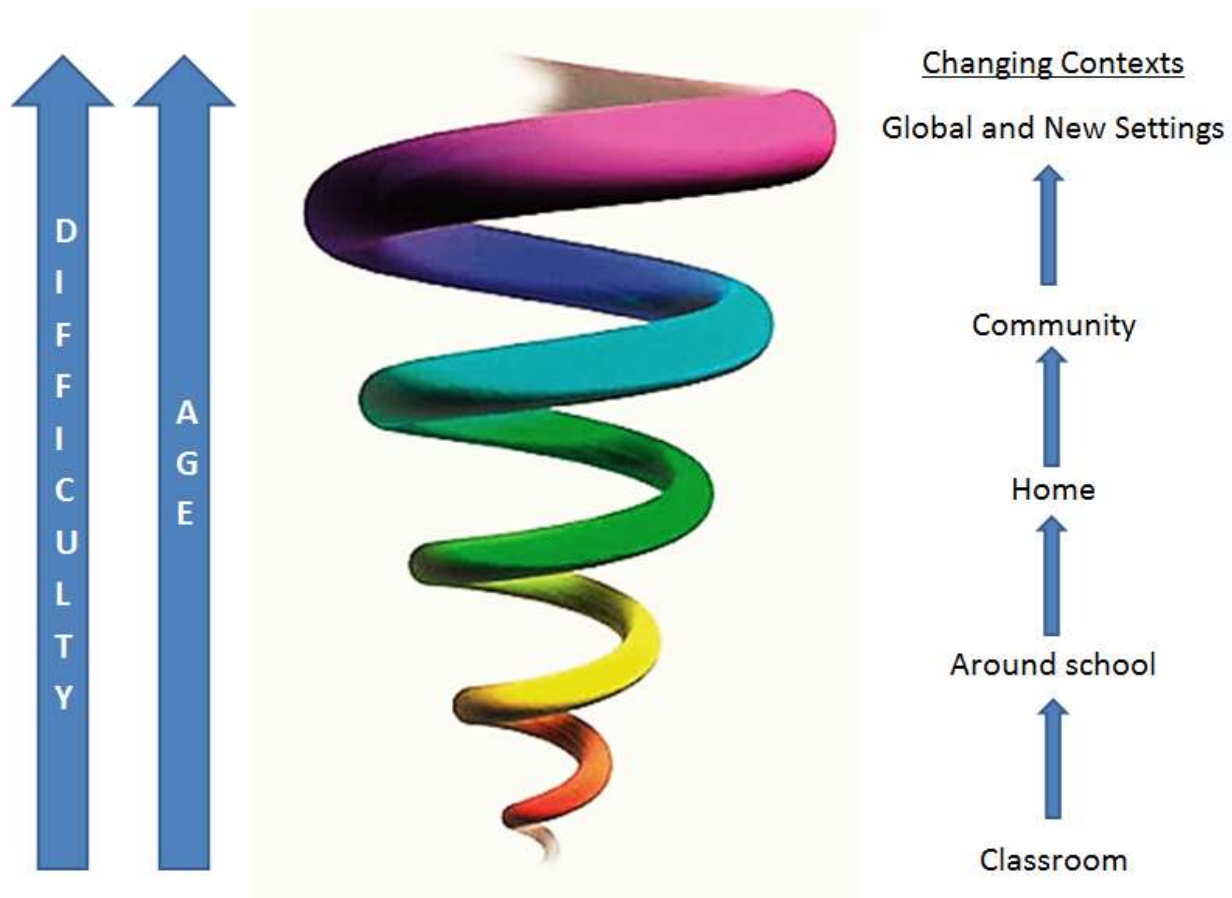
Each Pathway has a different set of subject areas, sympathetic to their priorities.

Sensory Learners	Active Learners		Connecting Learners
Subject area	Subject areas		Subject areas
	Primary	Secondary	
Personal Skills	Communication Skills: Literacy	Literacy	Thinking skills: Literacy
PHSE (including RSE)	Thinking skills: Literacy	Maths	Thinking skills: Maths
Creative Skills: Art	Thinking skills: Maths	Functional Literacy and Maths: Food Technology	PHSE (including RSE)
Creative Skills: Music	Thinking skills: Science	Wider World incorporatng History, Geography, Science & D&T	Creative skills: Art
PE and Physical Skills	PHSE (including RSE)	PE and Swimming	Creative skills: Music
Wider World: RE	PE and Physical skills	Maths	Wider World: RE
Play/Leisure	Creative skills: Art	PHSE (including RSE)	PE and Physical Skills
Personalised Learning Communication and Thinking Skills incorporating EHCP personal targets	Creative skills: Music	Creative skills: Art	Play/Leisure
	Wider World: RE	Creative skills: Music	Daily timetable activities incorporating: Preparation for Learning, Communication, Physical and Sensory, and Social, Emotional and Mental Health, as well as Personal Challenge Outcomes.

These subject areas are mapped against key areas of the EHC Live Outcomes (see Curriculum and Assessment Handbook for more detail). Planning for each of these subject areas begins with the key and most relevant short-term outcomes, and devising learning activities to support learners in achieving these.

Spiral curriculum

The curriculum is therefore necessarily heavily focused on developing skills for future life. However, to ensure an enriching and far-reaching experience, learners and students work through themes in a cross-curricular approach. Ickburgh School's thematic approach is based on a spiral curriculum model. This means that learners return to the same skills throughout their education, with each encounter building on what they learnt previously and applying their skills to a wider range of contexts. The topics are intended to build on their knowledge and understanding, from the local and personal towards community and global contexts.



Curriculum themes	Year A (2023-2024)	Year B (2024-2025)	Year C (2025-2026)
Autumn	Primary: Me, my school, my home, and the community Secondary: Identity: culture and heritage, hobbies and interests	Primary: Me, my school, my home, and the community Secondary: Identity: culture and heritage, hobbies and interests	Primary: Me, my school, my home, and the community Secondary: Identity: culture and heritage, hobbies and interests
The United Nations Convention on the Rights of the Child link	Article 8 You have the right to an identity.	Article 8 You have the right to an identity.	Article 8 You have the right to an identity.
Spring	Primary: Transport and London Secondary: Travel and Transport <i>EQUALS: My travel training</i>	Primary: Plants and animals in Hackney Secondary: The environment <i>EQUALS: The life cycles of Plants and Animals</i> <i>EQUALS: Recycling</i>	Primary: Different places Secondary: The Globe <i>EQUALS: Explorer-World Studies</i>
The United Nations Convention on the Rights of the Child link	Article 10 If you and your parents are living in separate countries, you have the right to get back together and live in the same place.	Article 27 You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.	Article 22 You have the right to special protection and help if you are a refugee. A refugee is someone who has had to leave their country because it is not safe for them to live there
Summer	Primary: The people that help me (jobs) Secondary: Jobs and careers <i>EQUALS: People</i>	Primary: The things that help me (technology) Secondary: Technology and the changing world	Primary: The past Secondary: World History (a timeline) <i>EQUALS: The Seasons, Change and the Passing of Time</i> <i>EQUALS: Change, History and the Passing of Time</i>
The United Nations Convention on the Rights of the Child link	Article 24 You have a right to the best health possible and to medical care and to information that will help you to stay well	Article 17 You have the right to collect information from the media – radios, newspapers, television, etc – from all around the world. You should also be protected from information that could harm you	Article 30 If you come from a minority group, because of your race, religion or language, you have the right to enjoy your own culture, practise your own religion, and use your own language.

The repeated autumn term theme is designed to 'reorientate' the pupil at the start of each year, and prepare them for taking on new contexts in the spring and summer terms. These themes are incorporated across the subject areas, and especially in the 'Wider World' suite of subject areas. So, for example, in Spring of Year C, Primary learners might be taking records through a weather chart in Maths, whilst writing a diary of the weather in Literacy, supporting their learning with a coherent approach across the subject areas.

The school's Religious Education curriculum is structured around the a festival and events calendar, as below:

Term	Festivals	Religion
Autumn 1	Rosh Hashanah	Judaism
Autumn 2	Diwali	Hinduism/Sikhism
Autumn 2	Christmas	Christianity
Spring 1	Chinese New Year – Year of the snake	Various
Spring 2	Ramadan & Eid Al Fitr	Islam

Spring 2	Holi	Hinduism/Sikhism
Spring 2	Easter	Christianity
Summer 1	Vesak	Buddhism
Summer 2	Midsummer's Day	Various
Summer 2	Eid al-Adha	Islam

Good Morning and Good Afternoon routines

Across the school, pupils will participate in Good Morning and Good Afternoon routines. These will be appropriately personalised for different classes. For some secondary classes in the Active Learners pathway, for example, the good afternoon routine will be appropriately brief, or for students in the Sixth Form the Good Morning routine may be wholly independent and discrete, involving students independently registering themselves and organising resources.

These routines are required to integrate our pupils (potentially following long journeys on shared transport) and prepare them for learning and the challenges of the day. Whilst they will not have specific learning outcomes, they provide opportunities for:

- Communication

- Social skills including turn-taking and sharing

- Belonging; recognising that they are part of a community of learners, which can need reemphasising given the predominance of 1:1 /small group activities

Community and experiential learning

Our commitment to experiential learning is based on an understanding that our learners and students will learn best by actively participating in their learning; by doing. Only very rarely, will a learning experience rely on a teacher 'imparting' knowledge to learners and students, instead teachers and teaching assistants will work alongside learners to achieve concrete and meaningful outcomes, and learn through repetition and refinement of this process.

For many of our learners and students, this learning will need to happen in the most relevant place; therefore, if learners or students are going to learn how to use a shopping list they are best doing so in a supermarket or to read a map out in the community.

Early Years

In our Early Years provision we offer educational activities and experiences to build a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving, through the seven areas of learning and development. Given the additional needs of these learners, and of their peers in the primary department, developmental stages are often more relevant than age. Nevertheless, careful mapping of the key areas of the Early Years Foundation Stage against our Pathway assessment frameworks is in place to ensure that no area is neglected (please read: 'Early Years Foundation Stage and Ickburgh School Assessment frameworks mapping' for further detail).

We also provide continual opportunities for learning through play, as appropriate to the age and developmental stage of our learners. Please see our Play and Leisure Handbook for further information about Ickburgh School's approach to play.

Sixth Form

Our Sixth Form curriculum continues and builds upon many of the principles set out in this document, with an especial focus on experiential and community learning. For specific information about subject areas and accreditation, please read our Sixth Form Curriculum Policy.

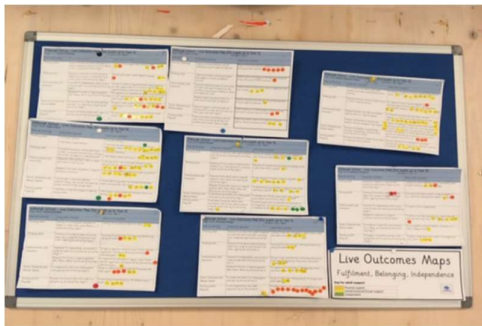
Impact

Individual

Impact is measured for individual learners through their Live Outcomes Maps. Each term, teachers will review progress against their outcomes and identifying whether the learner is still 'entering' the outcome, 'emerging', or 'secure'. This judgement will be informed by:

Formative assessment in the classroom

Live Outcomes Maps are displayed in the classroom. As learners and students achieve against their short-term outcomes, staff members will contribute to live and formative assessment by putting sticky dots onto these, reflective of the level of support needed to achieve. This engages all staff, and where possible learners, in assessment, and provides an ongoing evidence base for teachers in their identification of progress and next steps.



Key for adult support – Live Outcomes Maps	
	Entering
	Emerging
	Secure

Example of Live Outcome Map display with 'live' assessment: sticky dots are used to identify when a learner has engaged in a short-term outcome.

Earwig photo and video recording

All members of the class team contribute to records of learners and students' achievements through 'Earwig', an app which allows for the collating of photos and videos to capture learning. Given very little of our learners' learning happens on paper, this will be the primary resource in capturing and identifying learner and student progress.

This progress is reviewed through half-termly Professional Learning meetings with teachers, triangulating identified progress and supporting where needed.

Learning area

For groups of learners or learning areas, senior leaders are able to look at how far EHCP outcomes have been achieved within a learning area both at a class, or across a Pathway or age phase, and identify next steps or development needs. This happens using a matrix as below on a termly basis and allows timely intervention and support to happen.

Rights Respecting School

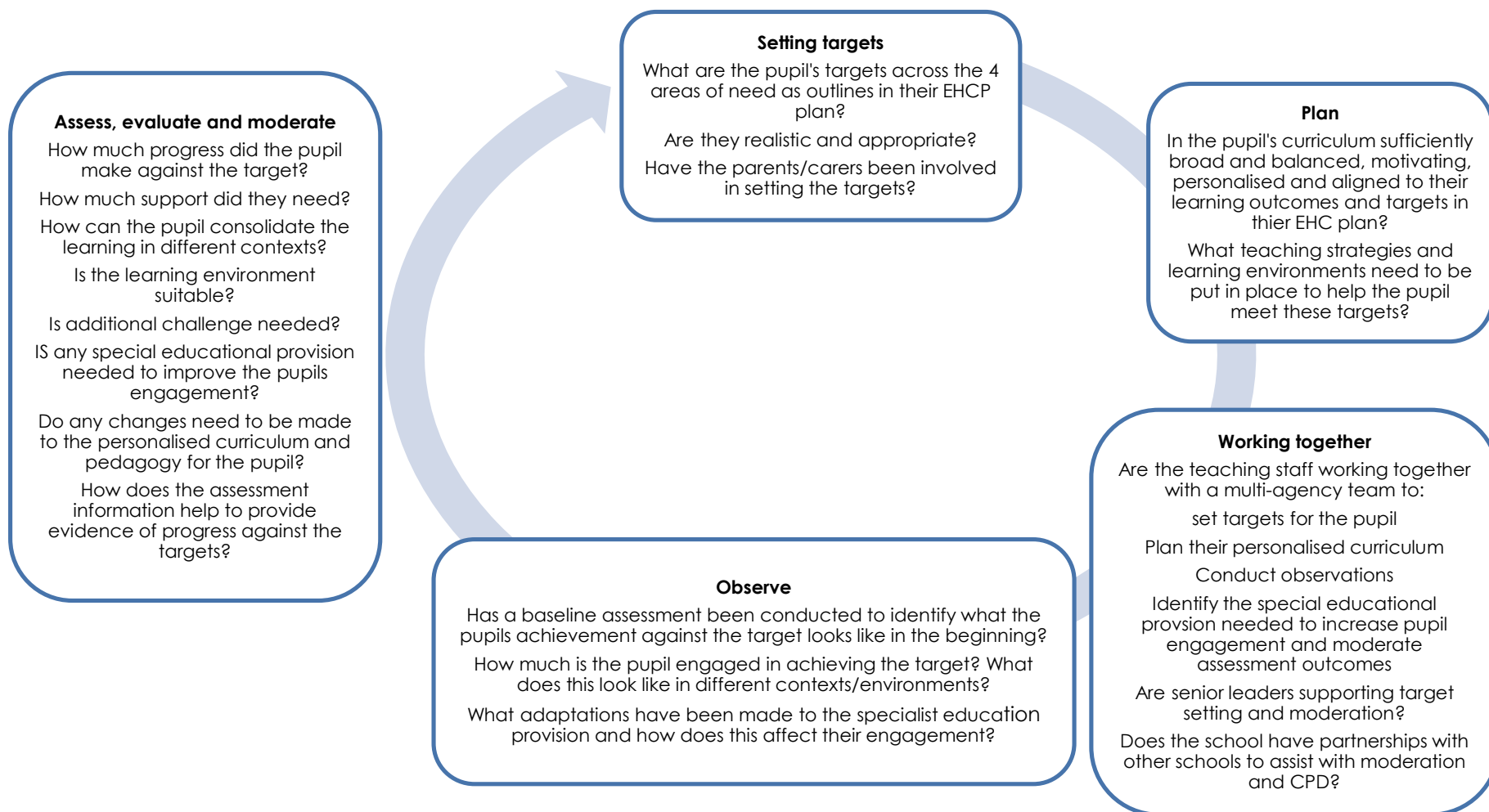
Ickburgh School is a Rights Respecting School, and committed to the United Nations Convention on the Rights of the Child (UNCRC). More information about the UNCRC can be found here: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/> Education has a key role in ensuring pupils have the understanding to engage with these rights and, where achievable, know how to assert these rights as they become young adults.

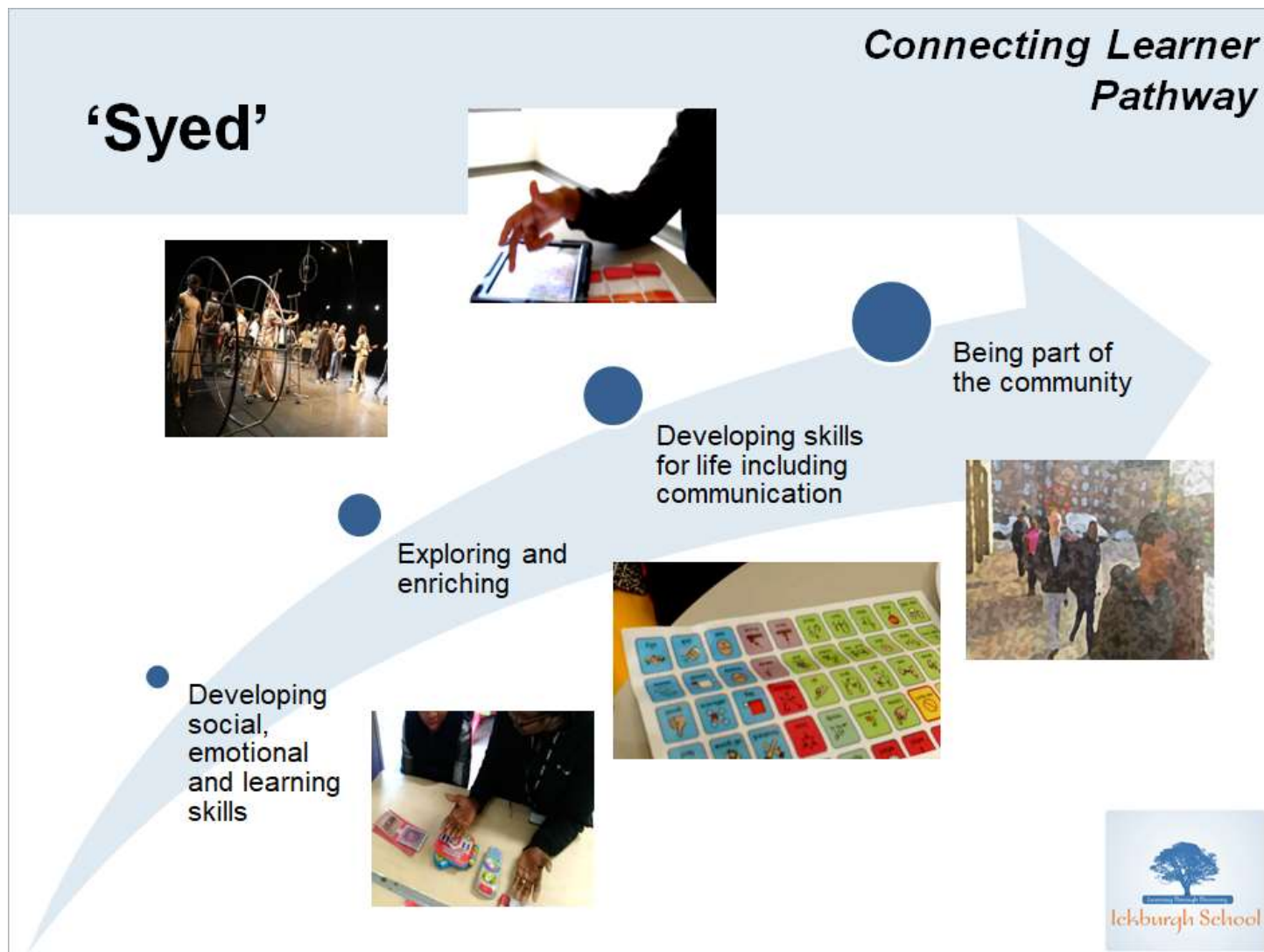
Pupil Name								Summary of learning area outcomes achieved per class
Area of Learning								
1a Communication Expressive	1	1	0	0	0	0	0	2
1b Communication Receptive	1	1	1	0	0	0	0	3
2a Thinking and learning Literacy	1	0	1	1	1	1	0	5
2b Thinking and learning Numeracy	1	1	0	1	0	0	0	3
3 Social, Emotional, and Mental Health	0	0	1	0	0	1	0	2
4 Physical and Sensory	1	1	0	0	1	1	1	5
Summary of outcomes achieved per pupil	5	4	3	2	2	3	1	

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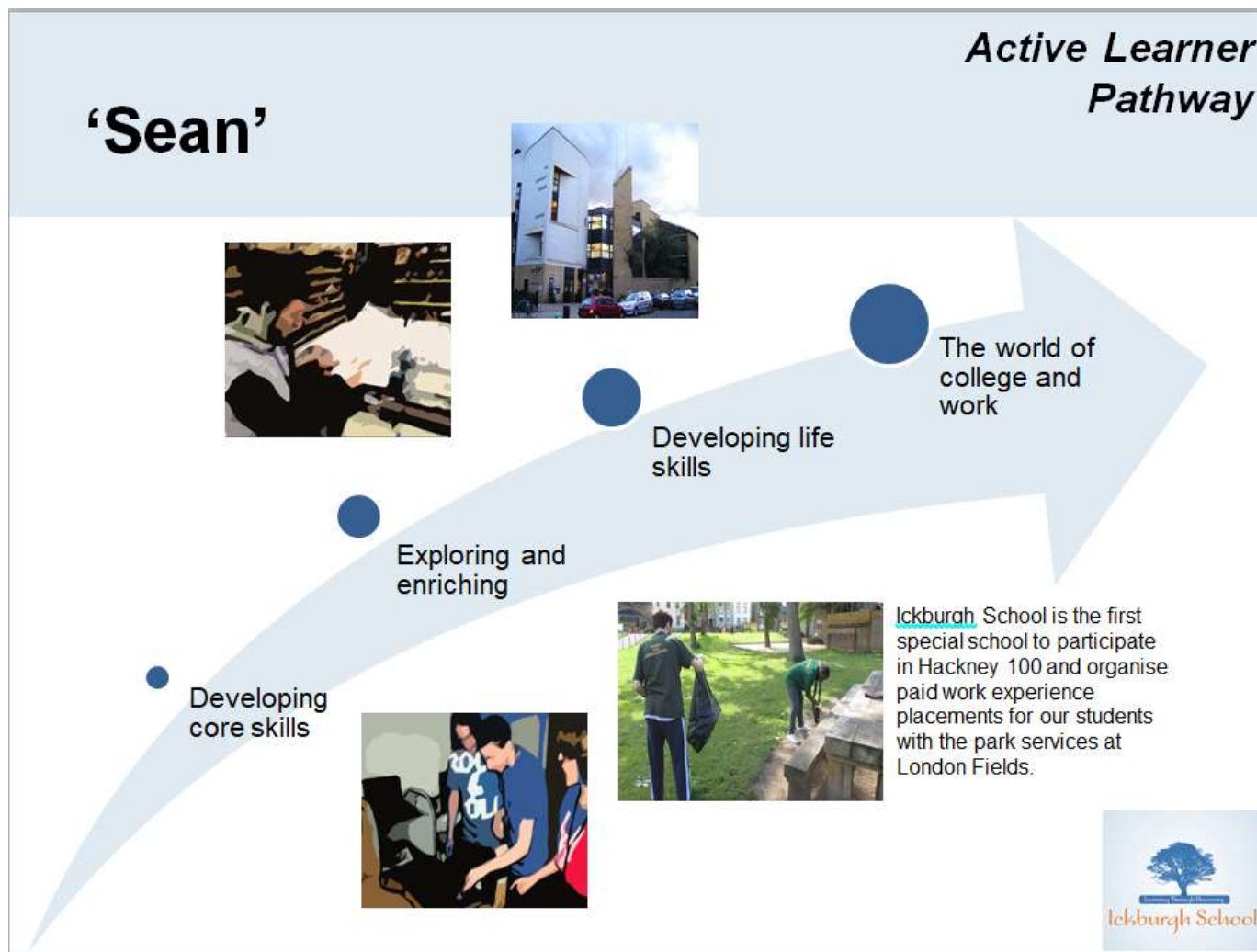
Curriculum

We use the following "Plan, Do, Review" model to monitor the continued appropriateness of the curriculum offered to each of our 3 pathways. How the processes of Setting targets, Planning, Working together, Observation, and Assess, evaluate and moderate work at Ickburgh School can be found in our Curriculum and Assessment Handbook.

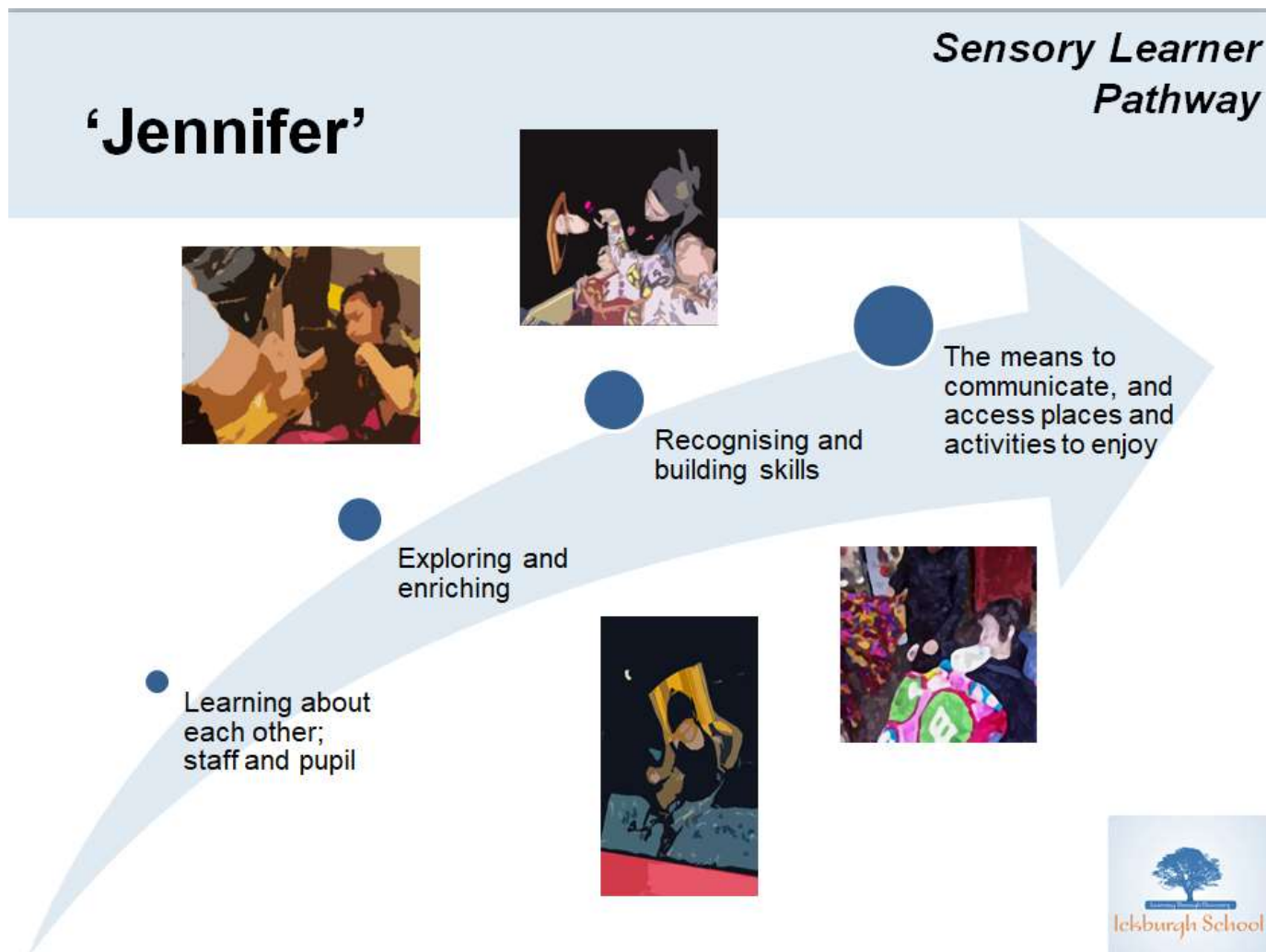




Syed was supported to develop the social, emotional and literacy skills to allow him to thrive first in the classroom and the school community, and ultimately in the local community, enjoying shopping trips and visits to leisure centres and libraries. Along the way, his communication was developed from the use of PECS to a core board, to a high-tech tablet, whilst accessing opportunities for self-exploration and broader development, including a dance performance with Sadler’s Wells.



Sean was supported to develop his core literacy and numeracy skills, ultimately drawing on them in the local community, to access public transport and enjoy shopping trips. Along the way, he accessed opportunities for leisure and broader development, including a DJ masterclass. He made a success of a paid work experience placement with London Fields Parks Services. He transitioned from Ickburgh Sixth Form to Hackney New City College, attending a SEND unit within a large mainstream college.



Jennifer was supported in highly sympathetic communication environments whilst she came to understand the routines of the Pathway and we came to understand her non-conventional communication. She had opportunities to access rich cultural opportunities, including performing at the local Yard Theatre. She enjoyed highly sophisticated Hydrotherapy sessions in our pool, blending physical programmes with further communication work. By the time she left Ickburgh School, Jennifer had the means to communicate "More" and "Stop" using switches to that she could be widely understood and now attends an independent living setting with other adults with additional needs, and has a week of fulfilment, belonging, and independence.