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## Intent

### Fulfilment, Belonging and Independence

Our curriculum is founded on our school vision: We are committed to providing our pupils 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 pupils:

**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 pupils 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.

## Implementation

### The Pathways

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

#### Sensory Learners

Primary need: Profound and Multiple Learning Difficulties

#### Connecting Learners

Primary need: Severe Learning Difficulties and Autism

#### Active Learners

Primary need: Severe Learning Difficulties

## Education, Health and Care Plans and the Live Outcomes Maps

To work towards the ideals of Fulfilment, Belonging and Independence, and to ensure that the wider purpose of daily learning is foregrounded for pupils and the staff supporting them, every pupil 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 pupils move into the Secondary department and Sixth Form, these priorities are increasingly linked to the Department for Education's Preparing for Adulthood agenda.

The outcomes have been set in conjunction with parents/carers and the multi-disciplinary team (including therapists and specialist teachers) which support the pupil, as well as the pupil themselves where possible. Teachers also draw upon assessment frameworks relevant to each Pathway to support in identifying developmentally appropriate next steps: Routes for Learning for Sensory Learners, Autism Education Trust framework for Connecting Learners, and BSquared Progression steps OR Pre key stage 1 & 2 standards for Active Learners.

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	ABA	Year	4	Academic year	2020 – 21
Area of Learning	Long-term outcomes	Short-term outcomes			
1a Communication Expressive	Expressive. To show a response to close contact with a familiar adult through body movements and facial expressions.	Autumn	To show an obvious response to the voice and touch of a familiar adult through body movements. (Staff to use The Affective Communication Assessment to record)		
		Spring	To show an obvious response to the voice and touch of a familiar adult through body movements. (Staff to use The Affective Communication Assessment to record)		
		Summer	<b>To show an obvious response to the voice and touch of a familiar adult through body movements. (Staff to use The Affective Communication Assessment to record)</b>		
1b Communication Receptive	Receptive. To be receptive to adults' consistent use of on body signing (Canaan Barrie) to indicate what is happening throughout the day.	Autumn	To be receptive to adults' consistent use of on body signing of "up" and "down" when being hoisted.		
		Spring	To be receptive to adults' consistent use of on body signing of "up" and "down" when being hoisted.		
		Summer	<b>To be receptive to adults' consistent use of on body signing of "up" and "down" when being hoisted.</b>		
2 Thinking Skills	To show a response to very obvious stimuli through body movements and facial expressions.	Autumn	To show an obvious response to auditory (sound) and tactile (touch) stimuli through body movements. (Staff to use The Affective Communication Assessment to record)		
		Spring	To show an obvious response to auditory (sound) and tactile (touch) stimuli through body movements. (Staff to use The Affective Communication Assessment to record)		
		Summer	<b>To show an obvious response to auditory (sound) and tactile (touch) stimuli through body movements. (Staff to use The Affective Communication Assessment to record)</b>		
3 Social, Emotional, and Mental Health	To remain alert during intensive interaction with a familiar adult for up to 5 minutes.	Autumn	To remain alert during intensive interaction with a familiar adult for up to 1 minute.		
		Spring	To remain alert during intensive interaction with a familiar adult for up to 1 minute.		
		Summer	<b>To remain alert during intensive interaction with a familiar adult for up to 1 minute.</b>		
4 Physical and Sensory	To tolerate 3 different positions daily, whilst engaged in active sensory play.	Autumn	To tolerate a 1:1 sensory experience while lying on her stabilo mattress.		
		Spring	To tolerate a 1:1 sensory experience while lying on her stabilo mattress.		
		Summer	<b>To tolerate a 1:1 sensory experience while lying on her stabilo mattress.</b>		
5 Personal Challenge	To remain alert during sensory activities for up to 5 minutes.	Autumn	To remain alert during sensory activities for up to 1 minute.		
		Spring	To remain alert during sensory activities for up to 1 minute.		
		Summer	<b>To remain alert during sensory activities for up to 1 minute.</b>		

## Subject areas

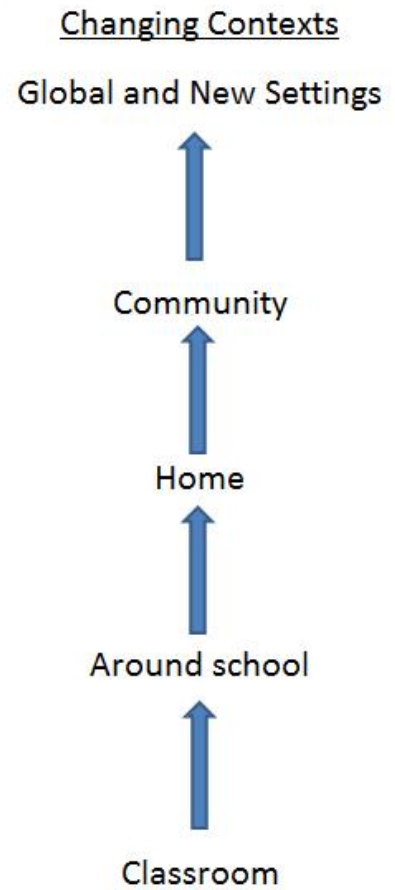
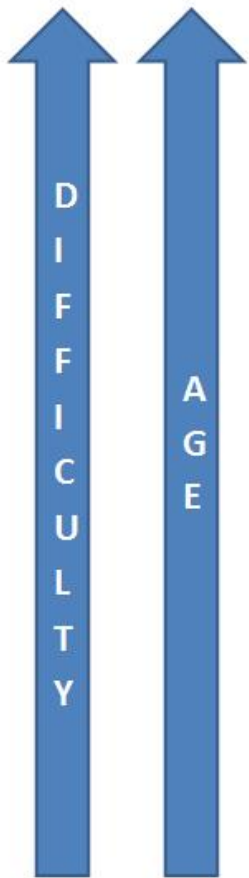
Each Pathway has a different set of subject areas, sympathetic to their priorities.

Sensory Learners	Active Learners		Connecting Learners	
Subject area	Subject areas		Subject areas	
	Primary	Secondary		
Thinking skills	Communication Skills	Literacy	Communication Skills	
Communication Skills	Thinking skills: Literacy	Numeracy	Thinking skills: Literacy	
Personal Skills (including RSE)	Thinking skills: Numeracy	Science	Thinking skills: Numeracy	
Physical Skills	Thinking skills: Science	Food Technology	Thinking skills: Science	
Creative Skills	Physical skills	History/Geography	Physical skills	
Play and Leisure	Personal skills	Computing	Personal skills	
RE	Creative skills: Art	PE and Swimming	Creative skills: Art	
	Creative skills: Music	Design and Technology	Creative skills: Music	
	RE	PHSE	RE	
		Creative skills: Art		
		Creative skills: Music		
	RE			

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 pupils 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, pupils 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 pupils 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.



## Primary

	Year A	Year B	Year C	Year D	Year E
Autumn: Me	Me, my body and senses	Me and my home	Me and the things I like	My relationships	Me and my feelings
Spring: Inside	Food and Drink	My local environment	Weather	Animals	The things that help me: Technology
Summer: Outside	Olympic celebrations  (2020: I live in Hackney)	Seaside/Ocean  (2021: Olympic Celebrations due to postponement)	Transport and London	Plants/Countryside	The people that help me: Jobs

## Secondary

	Year A	Year B	Year C	Year D	Year E
Autumn	This is me, family and school	Health	Local community and citizenship	My environment  (Home recycling)	New technology and Space
Spring	I live in Hackney	Transport	Jobs, professions, careers	Historical events  (WW2 and Fire of London)	Animals
Summer	London  (2020: I live in Hackney)	Countryside  (2021: Olympic Celebrations due to postponement)	Holidays and travelling	Rivers and canals	Travelling around the world in 80 days

So, for example, in Spring of Year C, Primary pupils 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.

### Community and experiential learning

Our commitment to experiential learning is based on an understanding that our pupils 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 pupils and students, instead teachers and teaching assistants will work alongside pupils to achieve concrete and meaningful outcomes, and learn through repetition and refinement of this process.

For many of our pupils and students, this learning will need to happen in the most relevant place; therefore, if pupils 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

Pupils in our Early Years follow our Primary curriculum. Given the additional needs of these pupils, 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 pupils.

Please see our Play and Leisure Handbook for further information about Ickburgh School's approach to play.

## Sixth Form

Students in 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.

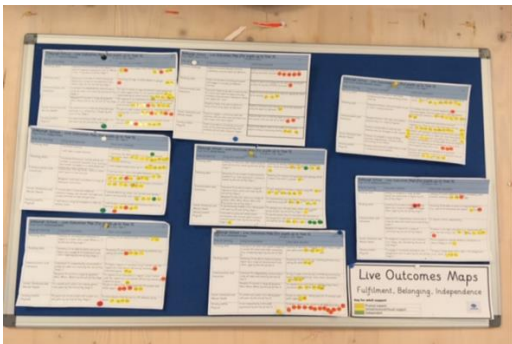
## Impact

### Individual

Impact is measured for individual pupils through their Live Outcomes Maps. Each term, teachers will review progress against their outcomes and identifying whether the pupil 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 pupils 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 pupils, 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 pupil has engaged in a short-term outcome.*

### Earwig photo and video recording

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

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

### Learning area

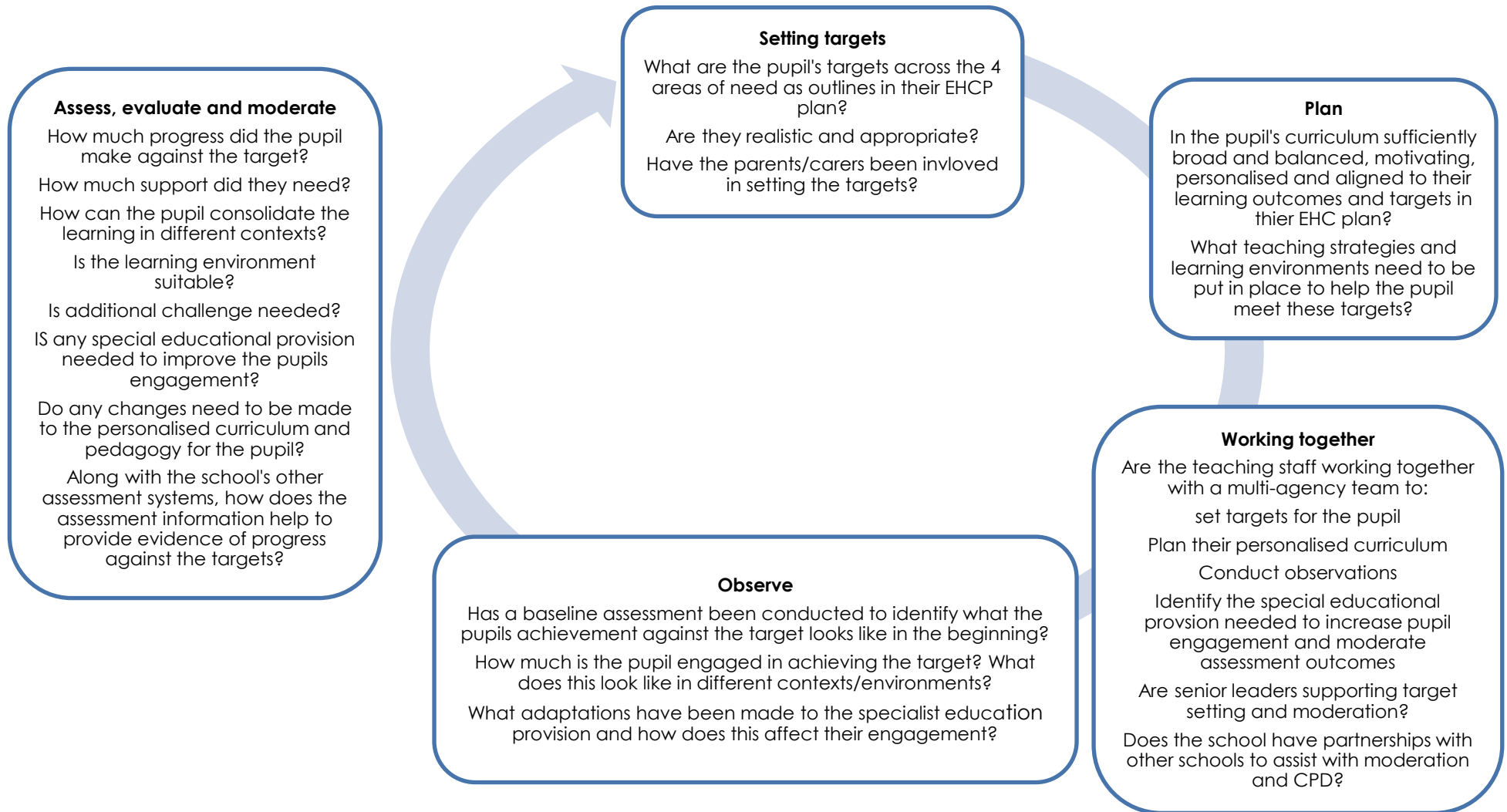
For groups of pupils or learning areas, senior leaders are able to look at how far EHCP outcomes have been achieved within a learning area both at a class, or across a Pathway or age phase, and identify next steps or development needs. This happens using a matrix as below on a termly basis and allows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

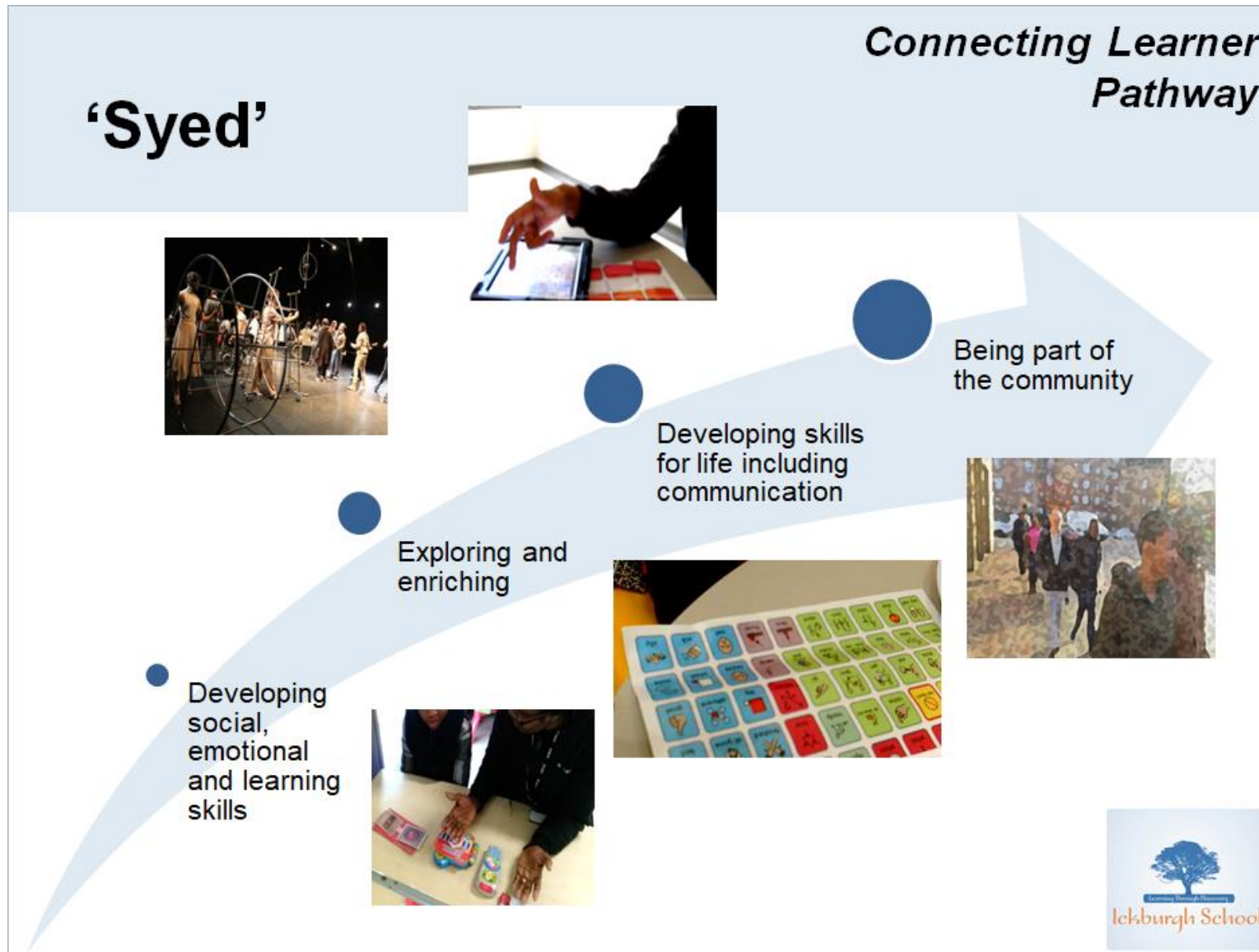
Pupil Name									Summary of learning area outcomes achieved per class
Area of Learning									
1a Communication Expressive	1	1	0	0	0	0	0	0	2
1b Communication Receptive	1	1	1	0	0	0	0	0	3
2a Thinking and learning Literacy	1	0	1	1	1	1	1	0	5
2b Thinking and learning Numeracy	1	1	0	1	0	0	0	0	3
3 Social,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



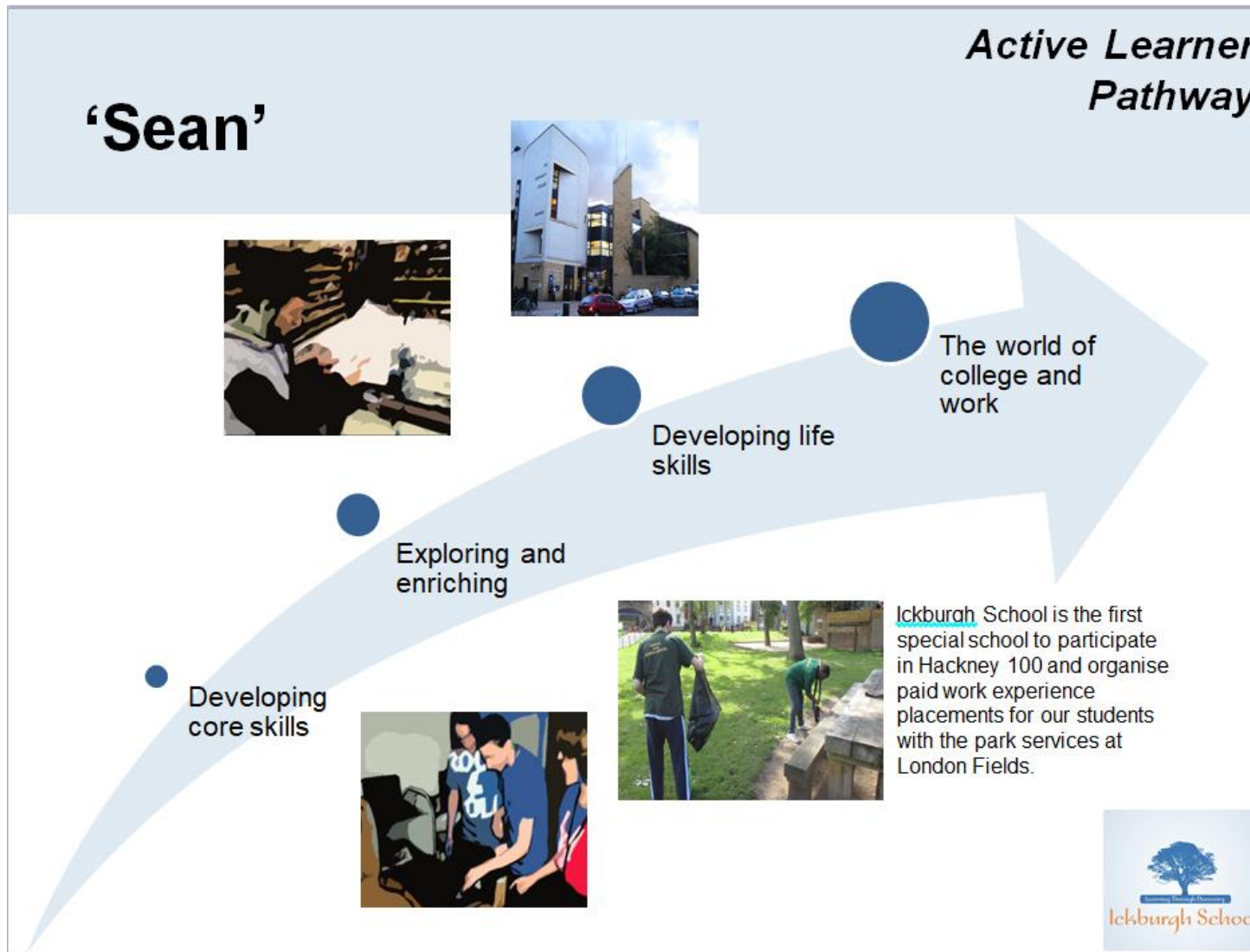
## Curriculum

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.

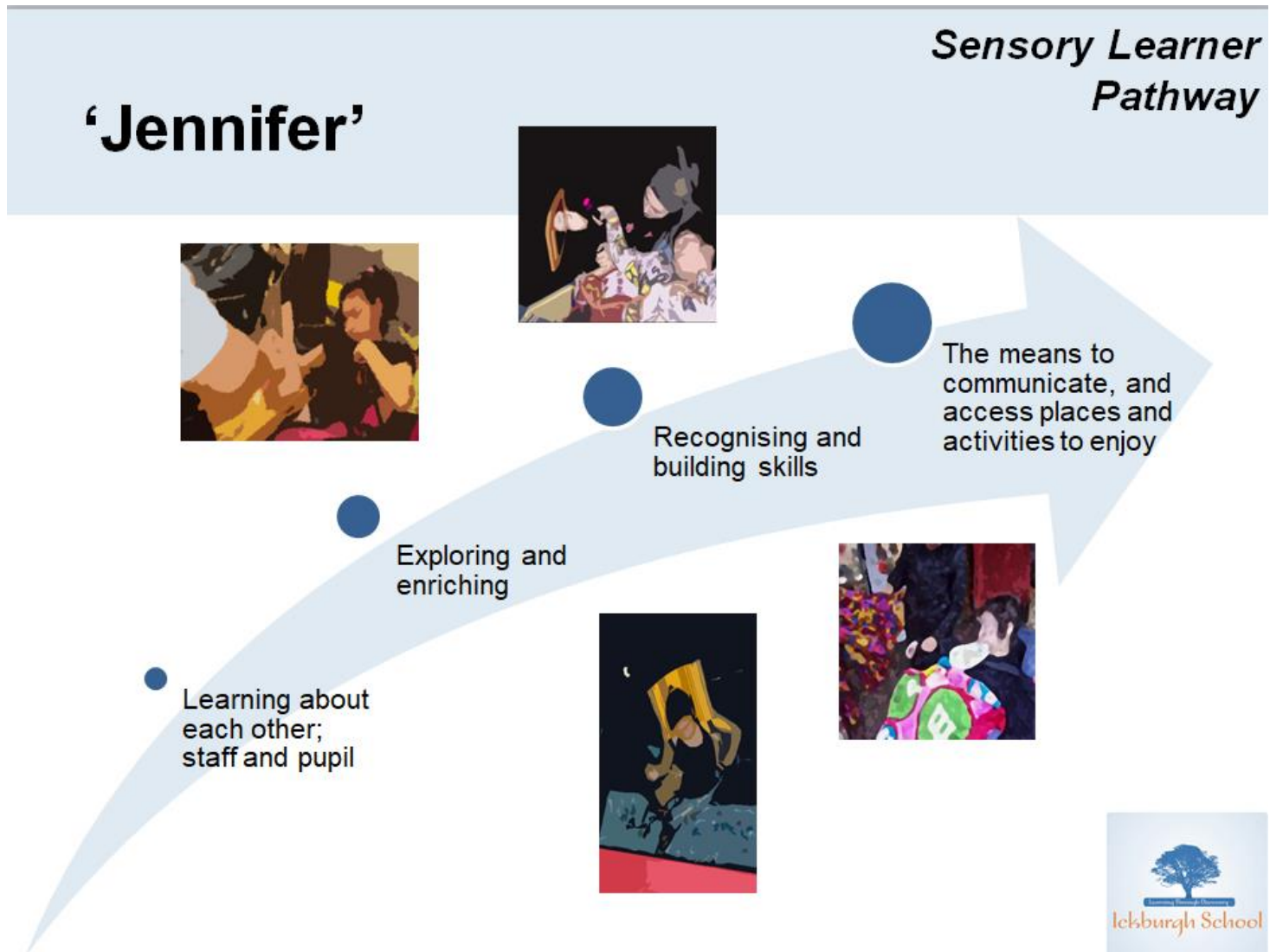




Syed was supported to develop the social, emotional and literacy skills to allow him to thrive first in the classroom and the school community, and ultimately in the local community, enjoying shopping trips and visits to leisure centres and libraries. Along the way, his communication was developed from 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.