



BREAKSPEARE CURRICULUM FRAMEWORK

Curriculum Framework

The curriculum is specifically designed with cohorts of students in mind so there are curriculums for students with severe or moderate learning difficulties, PMLD and students on the autism spectrum, with the LEARNER at the centre of everything we do;

The framework for students with severe or moderate learning difficulties is based on 4 different curriculum stages;

EYFS (see appendix 1)

Primary

Secondary

POST 16 (see appendix 2)

The Programmes of Learning are organised in each stage with 3 or 4 core areas of learning (red boxes) and 3 or 4 foundation areas of learning (blue boxes) that encompass the breadth and depth of the curriculum at each key stage and developmental level. Due to the number of classes and span of ages at Breakspeare School there will be some cohorts made up of more than one key stage and some crossover therefore between them e.g an EYFS class will incorporate Year 1 and 2 students at times.

Our ambitious and inclusive curriculum enables students to move from;

'My Thinking skills' that involves learning to order numbers 1-5, to 'My Functional skills' where students are using the correct number of coins to pay for their own snack at a local shop.

'Myself skills' that have focussed on regulating and recognising emotions when there is loud noise that has developed into listening to a concert or being able to go to the cinema (developing 'My Leisure Skills')

There is a PMLD Curriculum which runs in conjunction with the general framework with programmes of learning that include;

Communication

Cognition and Learning

Physical and Sensory

Self – help and Independence

Social and Emotional

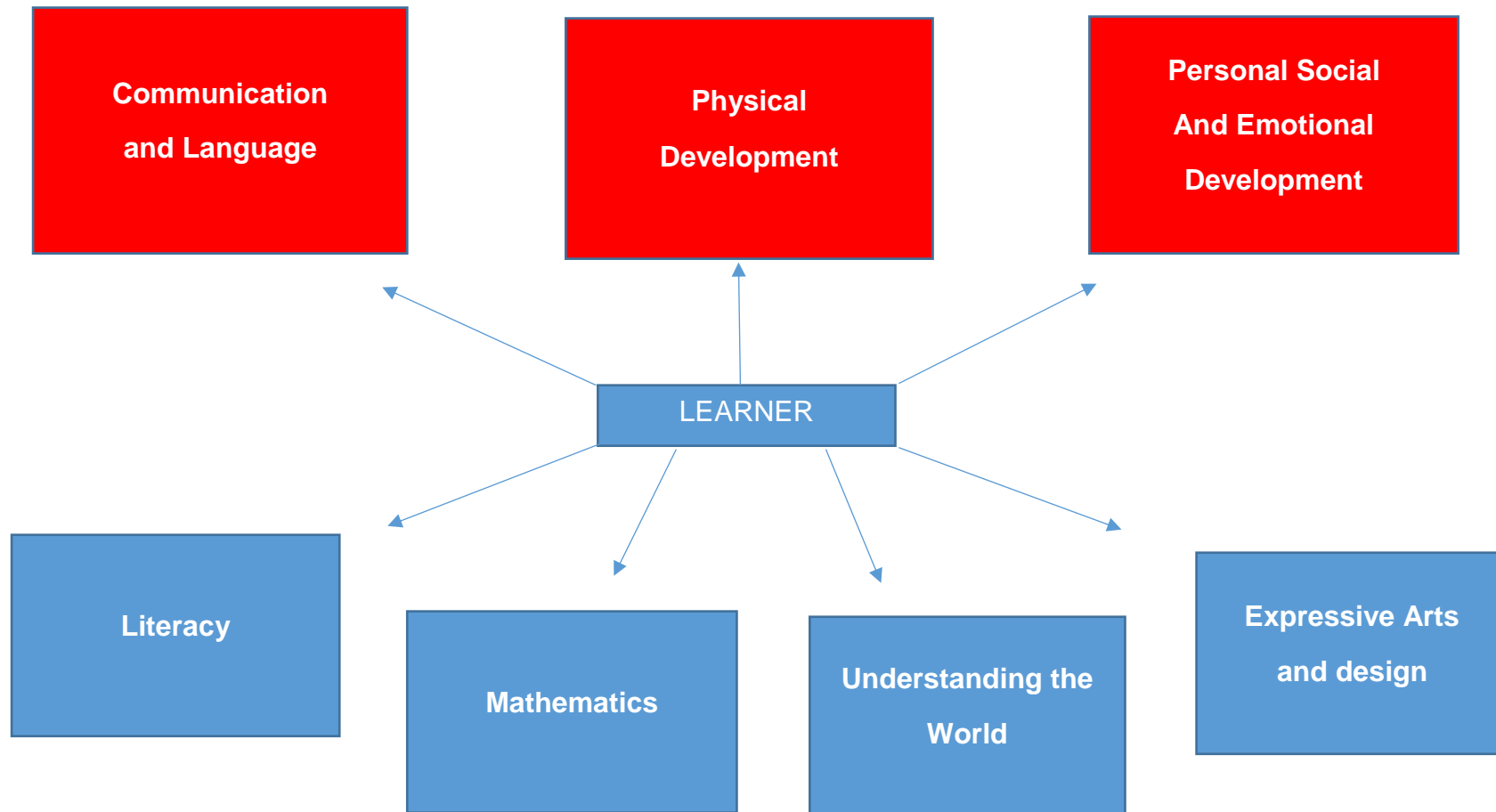
(see appendix 3)

There is an ASD curriculum which also runs in conjunction with the general framework (see appendix 4)



BREAKSPEARE CURRICULUM FRAMEWORK

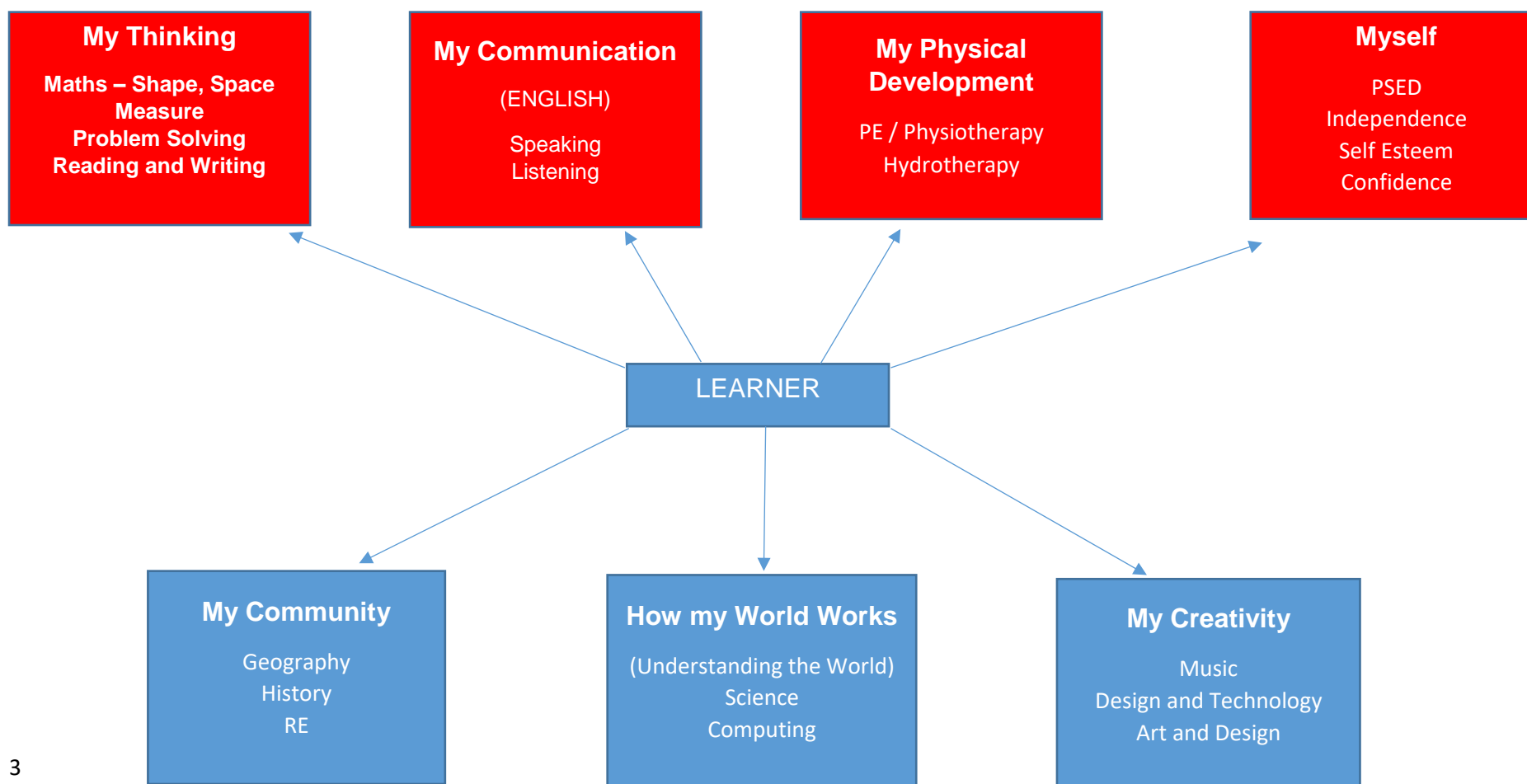
EARLY YEARS FOUNDATION STAGE (EYFS, KS1)





BREAKSPEARE CURRICULUM FRAMEWORK

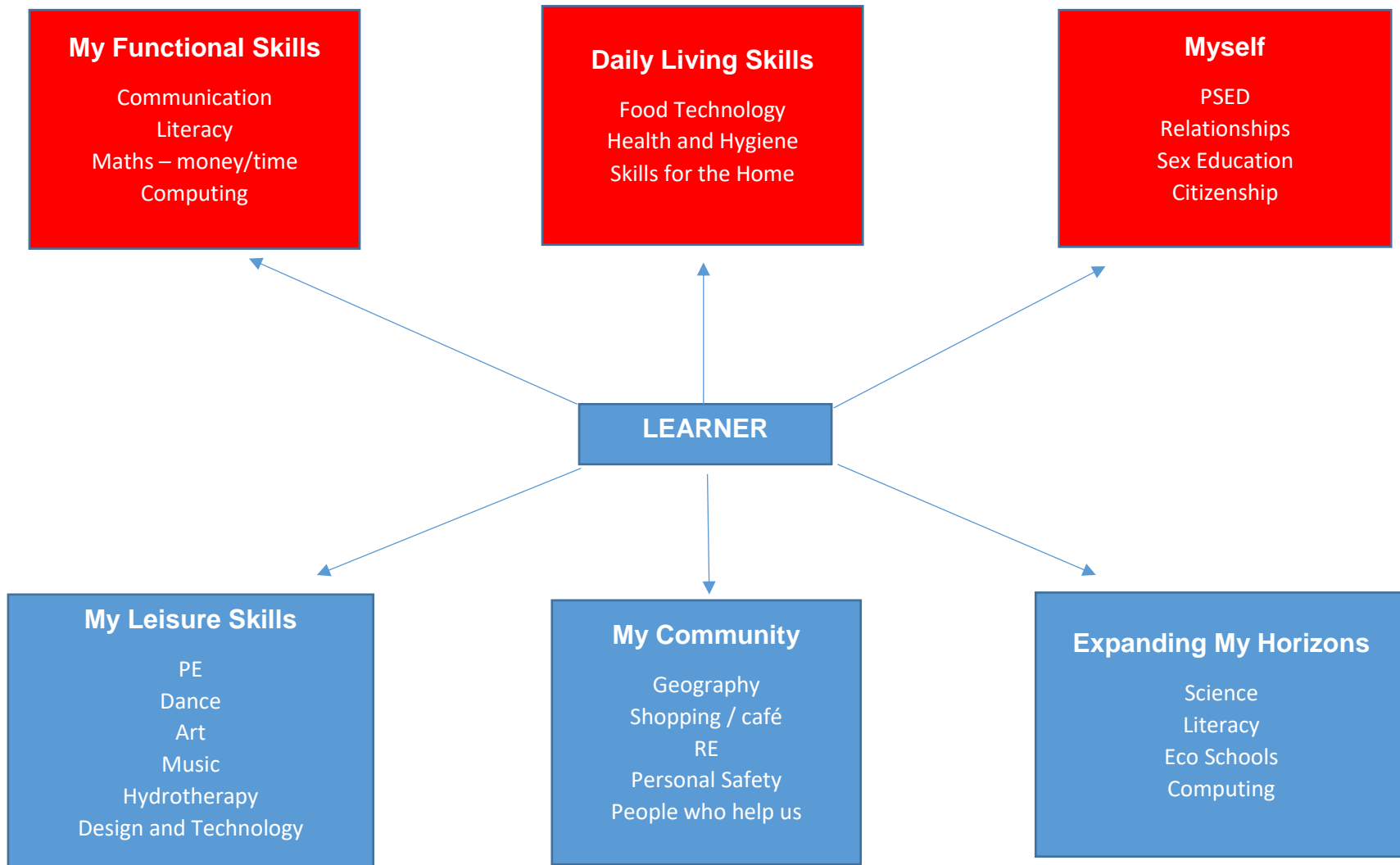
PRIMARY CURRICULUM (KS1 and KS2)





BREAKSPEARE CURRICULUM FRAMEWORK

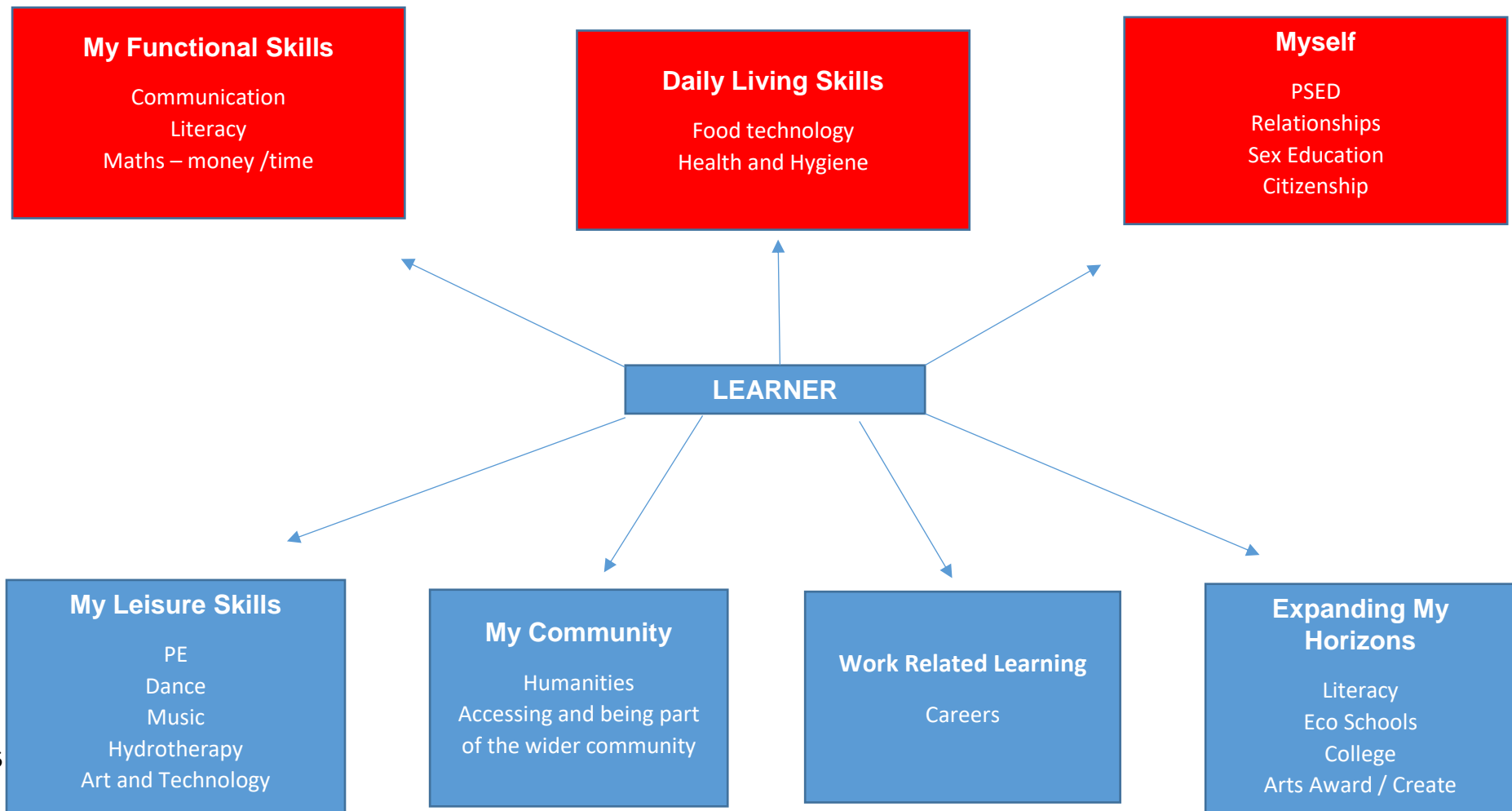
SECONDARY CURRICULUM (KS3,KS4)





BREAKSPEARE CURRICULUM FRAMEWORK

KEY STAGE 5 (16-19 Curriculum)





BREAKSPEARE CURRICULUM FRAMEWORK

Curriculum Overview

Subject :- Myself

What this subject looks like at Breakspeare.

The 'Myself' curriculum area comprises of four strands, Independence, Social Development, Managing Feelings and Behaviour and Self Confidence and Self Awareness. These aspects of a child's learning permeate the whole of the school day. We believe this part of the curriculum is foundational and fundamental to our students' development and preparation for life after school. Many aspects of this curriculum begin the minute the student starts at Breakspeare as they learn to sit in circle time for thirty seconds or respond to a toy being taken from them by a peer. It continues up to their leaving age of nineteen as they learn more about significant relationships and gaining the confidence to stand up in front of an audience. This overarching area is also taught as a discrete subject as PSHE, where appropriate, throughout the Key Stages. It has an important role across all subjects, contexts and environments where staff and pupils are open to opportunities to extend the learning e.g. in transitions, and in the community. The subject also encompasses 'Relationships and Sex Education', and Citizenship and will be taught in small groups and personalised for individuals, particularly in Key Stage 3 and 4 and Post 16.

Pedagogy

The teaching of the 'Myself' subject is embedded into the environment that staff create to enable the next steps of independence or to facilitate the opportunities for a pupil to self - regulate their emotions and manage behaviour. We use principles from the SCERTS framework, which prioritises the teaching of emotional regulation skills. This is fundamental for all students, to feel happy, safe and be successful at school. Opportunities for teaching 'Myself' can take place in a variety of contexts. A dressing target may take place in a changing room, a play or turn taking game with a peer in the Sports Hall or exchanging money for a loaf of bread at the local shops. Staff are aware of the level of prompts and the importance of lessening support to enable full independence and participation. This is an area where lifelong learning is developed through early visits to the park or café and where they learn how transition and cope with social expectations and rules. It is widened as students go through the school to developing skills through ASDAN and AQA Awards, for example, shopping for their own dinner and making a bed in Life Skills lessons.

These teaching approaches are underpinned by Hertfordshire Steps and our Behaviour Policy enabling students to be supported to manage their own behaviour.



BREAKSPEARE CURRICULUM FRAMEWORK

Curriculum Overview

Subject :- My Communication

What this subject looks like at Breakspeare.

The 'My Communication' subject includes the areas of Speaking and Listening. This subject is taught in discreet subjects but is also an important core element of the whole of a student's day from morning circle time to choosing their food at lunchtime. Our aim is to be a 'Total Communication' school where every attempt a student makes at communicating is acknowledged, valued and important. We want to encourage independent communicators where every student can communicate wants, needs, responses, emotions and choices. Our interactions with students will encourage all forms of communication with emphasis on observe, wait and then respond.

Pedagogy

At Breakspeare we use many different teaching approaches to teach communication as appropriate to the level of the student. At an early responsive level we use Intensive Interaction, objects of reference, sensory stories and music. Functional communication systems are established through the use of symbol exchange systems and Makaton signing and using the models that suit their understanding. Teaching staff have knowledge and understanding in training such as PECS, ELKLAN and SCERTS. This helps staff identify the communication level that the child is operating within and provides the interaction, thinking and play opportunities to enable the child's communication to develop further. Some students will use technology to support their communication such as Grid Player on an iPad or use 'Eye Gaze' throughout the school day for choice making at break time and leisure time, or as specified in conjunction with the SALT. Where students are extending their communication skills and developing vocabulary there is higher order questioning and students gain the confidence to speak out in front of an audience and in other contexts.



BREAKSPEARE CURRICULUM FRAMEWORK

Curriculum Overview

Subject ;– My Thinking

What this subject looks like at Breakspeare.

The 'My Thinking' curriculum area comprises of four strands, Reading and Writing, Number and Shape, Space and Measure. These subjects are taught in discrete timetabled sessions and in cross - curricular ways. These subjects are delivered in a developmental way and focussed on functional skills. This begins with early mark making skills and looking at books the right way up to counting numbers in songs. These skills then progress to give our students the foundations for real life application, for example, a developing understanding of money and values so they can visit the shops to buy an item for their lunch. At Breakspeare it is important that we use physical objects and practical activities to reinforce the skills. The 'My Thinking' curriculum allows students to develop their independence in problem solving and will be supported with as many opportunities as possible both in and out of school.

Pedagogy

In the area of Reading we support students to learn through developing pre reading skills through to the formal teaching of reading. This begins with sensory stories that are linked to topics for the term. Students learn to recognise objects of reference, symbols and photos for areas of the curriculum, timetables and what comes next in their individual timetable. We use a variety of approaches to support our literacy including TEACCH, SCERTS, PECS, Makaton. Students will learn phonics, through programmes like 'Letters and Sounds' where appropriate and then begin to blend CVC words together to form short sentences. We recognise that for students on the autism spectrum that reading symbols progressing to whole word recognition may be more appropriate. We want students to transfer reading skills to different contexts and to incorporate functional reading skills and enjoy reading for pleasure. Some students will follow reading schemes as appropriate to their ability.

In Writing, the students learn both handwriting and composition skills. This begins with increasing fine motor skills and leads onto mark making in different media to developing fine motor skills and holding implements to write with. Some students with motor difficulties will show their writing skills through typing and the use of technology. Students are encouraged to write single letters, words and sentences in meaningful contexts within the curriculum.

In the mathematics areas of number, students will use and recognise numbers throughout the school day. The Shape, Space and Measure curriculum covers the strands of Measure, Space, Shape, Time, Colour / Pattern and Money. It is within these areas that students can show different levels of understanding within the strands, which highlights the areas of ability and the areas to develop. The school teaches these strands taking the lead from the students' interests and with small step progression that is highly individualised. This leads to the development of skills that can be used in a functional way in real life applications e.g. recognising significant times of the day or choosing the correct money to pay for an item in the shop.