



Developmental Curriculum

At Breakspeare School our pupil attainments span the full range covered by P- scales and early stages of National Curriculum. Our students who are working at the earliest levels of physical and cognitive development have specific teaching and learning needs; it is important to focus on developing their skills and capabilities rather than “working towards” subject related targets. These students’ attainment level is typically pre National Curriculum levels; P1-3.

This particular group of students have conditions that co-exist and therefore they require highly individual learning pathways and trans-disciplinary co-operation. Although our developmental curriculum is focusing on students whose attainment level is P1-P3, methodological thinking is relevant also for students who’s attainment level is P 4 and above.

Developing students’ intellectual capacity, interaction and independence, communication, physical control and sensory skills and creativity are the core elements of our curriculum for students with complex physical, sensory and medical needs. Their curriculum is called “Developmental Curriculum” because the focus is rather on developing skills and capabilities than knowledge.

Students who are learning at a ‘Developmental Level’ can experience significant barriers to their learning. They have profound and multiple learning difficulties and very often additional impairments which can challenge their learning due to their:

- sensory abilities
- physical abilities
- communication
- behaviour
- significant health needs
- use of an alternative method of communication

Therefore they need;

- a significant adaptation to the curriculum
- a high level of specific multiagency support
- a modification of the physical environment
- a high level of specialist resources
- a high level of individual care and support
- a curriculum that is delivered at the right pace focusing on overcoming their sensory barriers

Our individualised developmental curriculum is constructed from an in depth understanding of each and every student.

Developmental Curriculum at Breakspeare School is divided into **four areas of learning:**

- Communication
- Socio-Emotional
- Cognition
- Physical and Sensory

Programmes of learning are taught through different activities such as;

- Intensive Interaction
- Sensory Stories
- TAC PAC
- Resonance Board
- Swimming
- Physiotherapy
- Motor and movement programmes
- Visual programmes
- Food technology
- Community visits
- Drama and Dance
- Sherborne sessions
- Daily living: break time, dinner time, personal care
- Inclusion links
- Music, Art, Design Technology
- Exploratory activities
- Fine motor skills
- Rebound

Every moment, situation and environment is regarded as a learning opportunity. In order to ensure delivery of a broad, balanced and age appropriate curriculum in the all core areas of learning, specific activities link to Breakspeare School Curriculum at all Key Stages.

Students' learning is supported by the use of

- Physical prompts: cues, Body Signing, Object of Reference
- Visual prompts: cues, symbols
- Verbal prompts
- Assistive technology
- Guidance, support, assistance, supervision

Teaching and learning is delivered at the right pace through all senses.

Students' progress is documented using both linear and lateral assessment

- Records of learning; evidence of work such as learning journeys, learning logs, memory books/CDs, observation and photo commentary
- Planning and Assessment files (PAF)
- Cumulative IEP target summaries
- Accreditation studies
- PIVATS assessment
- CASPAR data
- Quest for Learning Maps

In order to support the students' progress at school we work in partnership with other professionals and multidisciplinary teams and benefit from their specialist advice. We identify and celebrate students' individual progress whether it is an individual achievement or measured attainment.

The students' next steps are formulated by using the broad evidence of learning.