



# Curriculum

# Quality of Education at Woolgrove School

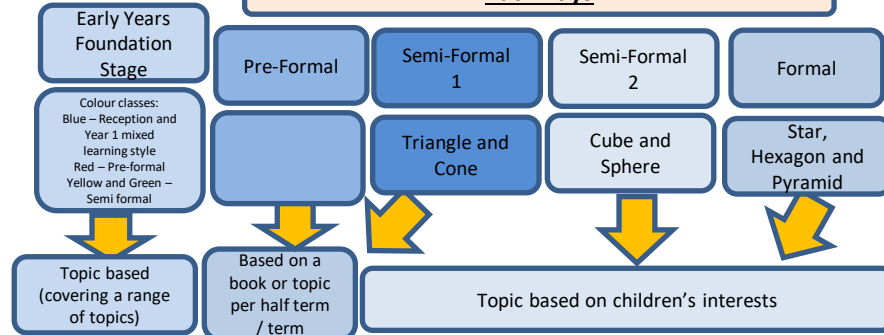
## Implementation

### How and Why?

A multi-sensory, holistic, spiral curriculum approach which focuses on key skills and offers opportunities to revisit topics and activities to ensure children:

- Build on previous learning
- Over learn skills and knowledge
- Broaden and deepen skills
- Master and embed skills and knowledge into their long term memory
- Develop confidence and independence

### Pathways



### Communication and Language

### Physical Development

### Personal, Social, Emotional Development

### Life skills

### Literacy

### Maths

### Religious Education

### Music

Understanding the World (RE and Computing included)

Understanding the World (including Computing) focus being on developing Communication, PSED or physical skills

Understanding the World (including Computing)

Expressive Arts and Design (Music)

Sensory / EAD with the focus being on developing Communication, PSED or physical skills

Expressive Arts and Design

### Communication

Total communication approach including

- Signing
  - Woolgrove Object, Photo Symbol communication system
  - iPads
  - Communication books
- Helicopter stories, intensive interaction and identiplay are used to support and develop communication

### Sensory

Tap touch  
Sensory diets  
Mindfulness

### Outdoor Learning

Environment walks  
Forest School

### Life Skills

Toileting, dressing, food preparation, food and eating, safety, communication, independence

### Cultural Capital

Job and occupation topics - broaden horizons and raise aspirations

### Attention Autism

To develop attention, listening and independence

### Visits to the local community

### Residential visits

At Woolgrove School the curriculum is the whole learning experience offered by the school. *How* children learn is as important as *what* they learn. Children are learning all the time and it is our responsibility to optimise learning opportunities throughout the school day, in curriculum time, during care routines and social times. Within our established ethos, children will gain confidence in making choices and increase their knowledge and understanding of the world around them.

### Intent

The Intent of the curriculum is to:

- provide holistic learning experiences which are personalised to meet the unique needs of individuals and groups
- provide a broad, balanced and relevant curriculum focussing on functionality
- use children's interests and talents to provide exciting, motivating and engaging learning experiences
- encourage all children to meet their full potential
- be flexible enough to meet the needs of the diverse population within the school and matched to the individual needs of each child
- build on children's existing knowledge, skills and understanding
- reflect the multicultural nature of the local community and build on British Values
- develop confidence, high self-esteem and independence
- develop a respect for other people and the environment
- prepare pupils for the opportunities, responsibilities and experiences in life beyond Woolgrove School

### Impact

The impact of the curriculum is that the children will become:

1. Successful students who enjoy learning, make progress and achieve their full potential
2. Confident individuals who are able to live safe, healthy and fulfilling lives
3. Responsible citizens who, to the best of their ability, make a positive contribution to society



# Quality of Education at Woolgrove School – Curriculum

## Helicopter Stories

### Intent

#### Why teach this?

- To give children confidence to communicate ideas to others using gesture, actions, symbols, signing or verbal communication
- To model to children how communication can be scribed for them
- To allow children to develop their creativity and imaginations leading to story telling
- To develop children's comprehension, listening and attention skills

### Why now?

- Children need to develop reading and writing skills
- Children need to improve communication, speaking, listening, attention and understanding skills
- Children need to develop story telling and writing skills including sequencing ideas

### What next?

- Story writing
- Writing scripts and performances
- Developing performances

### Implementation

#### Pre Teaching Skills

- Start by telling simple stories using props or symbols but no books (examples can be found in the Helicopter Stories working with 2 year olds)
- Narrate children's play
- Encourage children in movement activities to act out being different characters or creatures, initially joining in and then allowing children to take the lead

#### Pre-Formal / Semi-Formal 1

- Suitable for children who show awareness during intensive interaction sessions
- Provide a selection of objects and toys
- Allow children time to explore the objects and toys
- Have a large piece of paper and pen and begin to narrate and write the child's play, e.g. Once upon a time Max ate a burger then he ate a cake.
- Acting out the story – provide the props and encourage the child to listen and select the right object according to what is being read. Make sure you give plenty of processing time
- Simplification – provide a limited range of toys and only the objects needed for the acting out. Give adult support
- Extension – provide symbols or more objects/toys for children to make choices

#### Semi-Formal

- Provide a selection of objects and toys. OPTIONAL
- Explore the objects with the children and demonstrate telling your own story
- Have a large piece of paper and pen and ask a child to tell you a story. Write exactly what they say or do
- Acting out the story – provide the props and encourage the child to listen and select the right object according to what is being read. Make sure you give plenty of processing time
- Simplification – provide symbols or more objects/toys for children to make choices
- Extension – encourage children to tell story without props
- Adaption – work on retelling stories or adapting familiar texts by providing symbols or props related to a story

#### Formal

- Explain the session, ask if anyone would like to tell a story
- Scribe the story and repeat each sentence exactly how the child said it
- Read the story whilst members of the class act out the story and pretend to be different characters and parts of the story
- Simplification – provide symbols or objects
- Extension – encourage children to write their own story and then act it out with other children
- Extension – children work in a group and take turns to add to the story

### Impact

High engagement levels

Developing confidence

Improved speaking and listening skills

Improved listening and attention skills

Developing positive relationships

Cooperation and collaborative skills

Developing literacy skills

Developing story telling and writing skills



# Quality of Education at Woolgrove School – Curriculum

## Tap Touch

### Intent Why teach this?

- To develop a sense of calm and relaxation
- To teach coping mechanisms for situations that may cause stress
  - To promote communication and social interaction
- To develop meaningful interactions between two people
  - To develop routines and structure by providing a safe, predictable environment

### Why now?

- Children need to develop their own self-regulation
- Children need to improve communication, speaking, listening, attention and understanding skills.
- Children need to develop relationships with the adults they work closely with

### What next?

- Intensive interaction
- Developing social interactions
- Symbol exchange
- Attention Autism

### Implementation

#### Pre-Formal / Semi-Formal 1

- Suitable for all
- Taught through regular sessions, timetabled into the school day
- Taught 1:1 or through a small group
- TACPAC software (music) and resources used
- Align your touch with the beat of the music (spend time listening at the beginning of every track)
- Start at the trunk and go down to the limbs
- Adopt a balanced symmetrical and consistent approach.
- Use a key person approach for consistency and to build relationships
- Use a consistent method to communicate that it is 'TACPAC Time'.
- Keep clear records to support monitoring and to enable consistency between givers. Record keeping must be shared between all givers.
- Observe and respond to all signals that may be interpreted as communication.
- Take time to prepare resources/space/privacy to maximise the TACPAC time for the receiver.

### Impact

High engagement levels

Developing confidence

Improved communication

Improved listening and attention skills

Developing positive relationships

Cooperation and collaborations skills

Enhanced problem solving skills

Lessens anxiety and promotes relaxation



# Quality of Education at Woolgrove School – Curriculum

## Intensive interaction and Identiplay

### **Intent**

#### **Why teach this?**

- To teach children how to use equipment or to play with toys.
- To develop communication skills and increase vocabulary.
- To develop independence and ability to occupy self through play and to complete work without direction
- To develop social skills

#### **Why now?**

- Children need to develop play skills to occupy their time and practise taught skills independently
- Children need to develop independence and decrease reliance on adults to support them.
- Children need to extend and develop their play.
- Children need to increase their language skills and vocabulary

#### **What next?**

- Children extend interests in activities
- Children are able to complete activities / play independently in their classroom / outdoors

## **Implementation**

### **Intensive Interaction**

An adult works one to one with a child and copies their vocalisations and actions. This can be a brief session of 2-3 minutes or longer depending on the child's responses and levels of engagement. This can happen at any time during the day and in any place, classroom, playground, sensory room etc. Children should not be moved to a separate room to engage in this it should happen in a natural environment. Adults working with the child should be looking for the child achieving the following;

- Enjoys being with another person.
- Takes an interest in another person.
- Concentrates and attend
- Participates in sequences of activities.
- Takes turns in exchanges of behaviour
- Shares personal space.
- Gives eye contact
- Uses facial expressions.
- Responds to facial expressions.
- Makes physical contact
- Responds to physical contact
- Uses non verbal communication
- Uses meaningful vocalisations.

When the child can achieve this they are ready to move onto Identiplay.

### **Identiplay**

- 2 identical sets of equipment are used one for the adult and one for the child. A script of language is used to ensure consistency.
- The adult models how to complete the activity and says the words on the script, building in pauses for the child to copy the actions and possibly saying the words. If required an adult can physically prompt the child but not verbally prompt.
- Once the child can complete the activity this can be moved to Play and Learn to support the child to engage independently.

### **Extension Activities**

- work as part of a group
- Use equipment that is not identical to work on generalisation
- Children to read / direct play and adult to copy

## **Impact**

High engagement levels

Developing confidence

Improved speaking and listening skills

Improved listening and attention skills

Developing positive relationships

Cooperation and collaborative skills

Developing play skills

Developing independence



**Kaspar**

# Quality of Education at Woolgrove School – Curriculum

**Intent**  
Why teach this?

- To encourage communication skills.
- To develop listening and attention skills
- To work on turn taking and sharing.

**Why now?**

- Children need to develop social skills (as Kaspar has no facial expressions he is non-threatening to the children)
- Children need to improve communication, speaking, listening, attention and understanding skills
- Children need to develop sharing and turn taking skills

**What next?**

- Develop the skills to be used with other children or adults

## Implementation

**Pre Teaching Skills**

- Start by introducing Kaspar to the children and establishing safety rules to keep Kaspar safe.

**Pre-Formal / Semi-Formal 1**

- Start to engage children by using the Nursery rhyme programme on Kaspas.
- Encourage games with simple requests such as to make an animal sound or identify an animal.
- Kaspas can be used to introduce familiar tasks such as using a spoon to eat.

**Semi-Formal**

- Introduce games using objects and colours.
- Kaspas can be used to introduce familiar tasks such as brushing teeth and hair.
- Introduce feelings and emotions using Kaspas
- Play simple games and activities that are provided on the key card.
- Engage with Kaspas for social communication

**Formal**

- Use Kaspas when needed for an intervention or as a break activity

## Impact

High engagement levels

Developing confidence

Improved communication skills

Improved listening and attention skills

Improved turn taking skills

Developing life skills