



Our Collett School Pathways Curriculum
'Proudly Different'

Curriculum Summary

Our Curriculum: *A 'curriculum' is the name given to what we teach in a school—the different subjects and how they are covered.*

Intent: *What do we want our curriculum to do?*

We want our pupils to develop confidence, a sense of value and worth as an active participant in their own life. As such, learning in school marries abstract ideas with real life experiences. We want each child to build on prior learning; gaining confidence in communicating their understanding of what they are taught.

Structure: *How are things arranged?*

Pupils work in classes of mixed ages, following a 'pathway' that carefully steps up learning at a level the child can understand and manage. Children are helped to learn age-appropriate topics to ensure they are prepared well for adulthood.

Support Generalisation: *What does this mean?*

We promote learning through functional skills, meaning we help pupils see subjects as practical and understandable things in the world—helping them acquire skills they need (and want).

Develop Independence: Learners are encouraged in their independence to help them take calculated risks and try new things, gaining confidence.

Outcomes: *What does it lead to?*

We prepare children for qualifications including work-related learning certificates to best prepare them for their next steps—college then work. We work closely with colleges to build on the learning at school and also with businesses to enable our pupils to see themselves in the adult workplace.



We look after ourselves

We look after each other

We look after our environment

We look after our learning

Welcome

We look after ourselves, each other, our learning and our environment. The ethos of the school, its operational rules and intent are formed in and through these values.

Our pupils are unique, fabulous and proud of their differences. In a mainstream world that expects conformity, the challenges our young people encounter can be extremely difficult to navigate, but this can be possible with the right support.

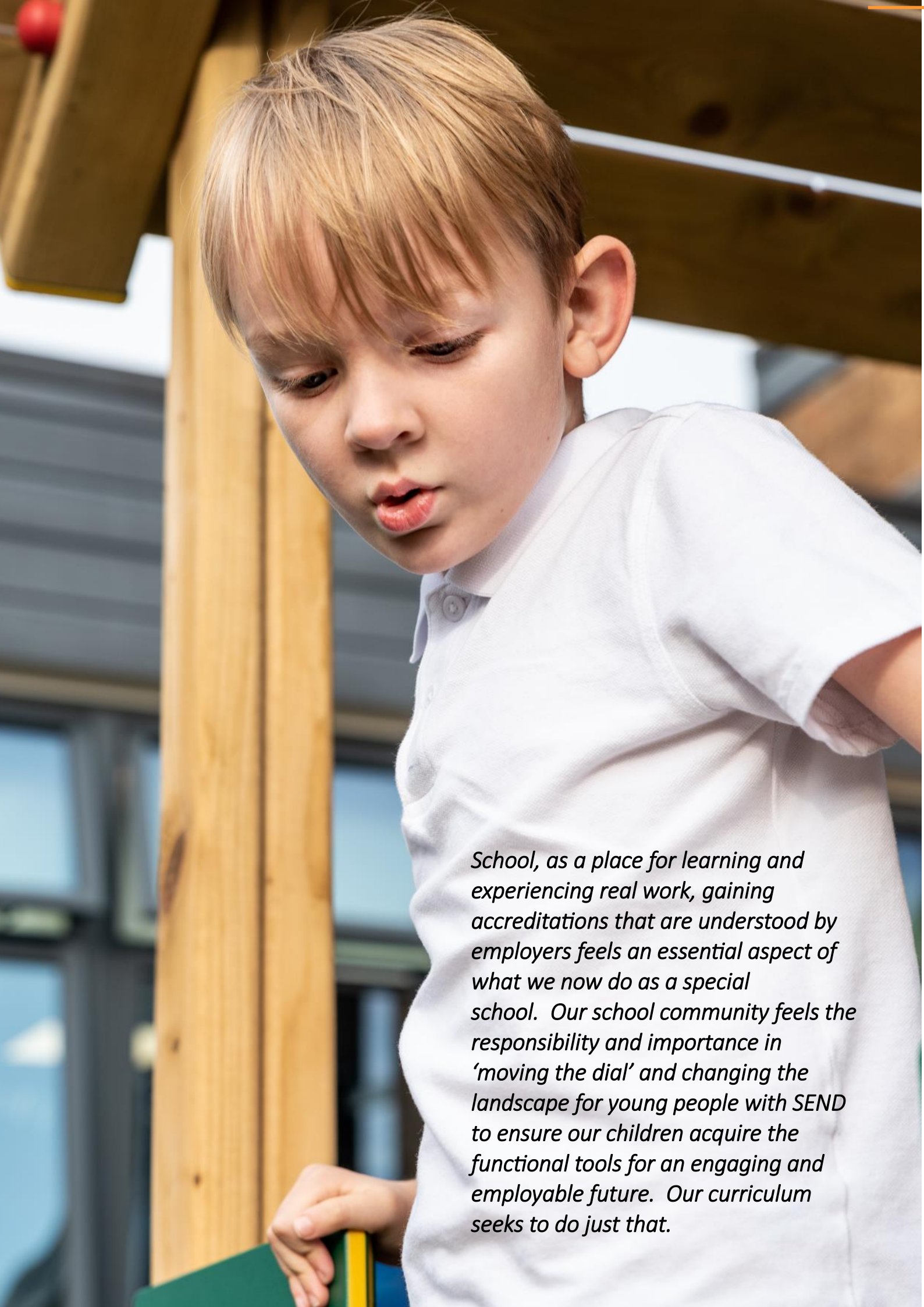
Our school curriculum is designed to be flexible and responsive in order to meet the needs of an increasingly complex pupil cohort. Our children now tend to have more than three diagnosed SEND needs and often function cognitively below half their chronological age. In addition, mental health challenges are particularly difficult when understanding is impaired.

We see one of our most important aspects of our curriculum is to nurture each individual's human agency, building the self-esteem and resilience required to thrive through childhood into adulthood. Experiences, opportunities, relevant and meaningful teaching content, delivered by skilled adults are integral in our desire to provide a curriculum that enables and subsequently illuminates our pupils' abilities.

As such, we have one curriculum that is structured through Pathways which direct learning towards appropriate, age-related accreditation but taught accessibly in line with the young person's needs and cognition, driven in turn by the child's Education Health Care Plan (EHCP).

Alongside the embedding of essential skills and knowledge, we expand horizons by exposing pupils to new learning, experiences and to see themselves as having a voice; as full participants in our community, society and British culture.

Looking ahead, opportunities in employment for people with learning disabilities remain alarmingly low. Only 6% of adults with learning disabilities are employed. Cognitive disabilities are lifelong and many of our school leavers will require additional assistance to overcome barriers well into adulthood. As such, our pupils' many strengths and skills require evidencing for employers to consider them favorably.



School, as a place for learning and experiencing real work, gaining accreditations that are understood by employers feels an essential aspect of what we now do as a special school. Our school community feels the responsibility and importance in 'moving the dial' and changing the landscape for young people with SEND to ensure our children acquire the functional tools for an engaging and employable future. Our curriculum seeks to do just that.



We understand our children's different abilities and needs. In meeting these, our curriculum is designed to be flexible, responsive and cover essential knowledge and skills to support the young person's transition to adulthood.

Having considered a variety of new and, well-established curricula, ours is designed in-house and with the purposeful intent of progressing children from their individual starting points to outcomes that enable onward learning including the world of work.

As such, our curriculum format identifies what's needed to progress to more complex learning through a ladder of skills and knowledge, assessed with precision and used by pupils, parents and staff to communicate next steps.

Communication wraps around our three prime areas of curriculum learning, which support our teaching around pupils' understanding of themselves, relationships and the world around them. These areas were developed through professional conversation, national research and in collaboration with therapists and all stakeholders within the school community.



Our Curriculum is Designed To...

Be Pupil Centred: The curriculum is developed with the learners at its centre. Each class' learning content and delivery is bespoke to the strengths, interests, needs and barriers of the pupils to encourage learning and maximize meaningful progress.

Support Generalisation: Subjects can be delivered discretely though usually combined through thematic approaches that encourage and explain the application and combination of skills and knowledge.

Develop Independence: Learners are progressively encouraged in their independence as young adults.

Focus on Real World Application: We encourage every child at every age to develop an understanding of their place as an active participant in their own life with real life experiences, learning and contextualisation.

Be Meaningful for Pupils and Parents: Working with children and their families on the skills that matter most now, to have a shared understanding of what progress would look like and to make this visible to

The Curriculum in the Classroom



- ⇒ Our pupils are placed in groups that stay together for the school day. These classes are collated within Lower and Upper school departments, which support teachers to share planning and learning activities in accordance with age-related learning requirements.
- ⇒ Class makeup takes several factors into account – age, personality, friendships, EHCP requirements, sensory and learning needs to create the best dynamic group. As such, children from different year groups are often placed together where we feel this will support learning best. Creating learning groups in this way enables individuals to be in the best place to support their learning unlike a system of year group classes as in a mainstream school.
- ⇒ With the wide range of abilities within each class (including children with very spiky learning profiles) pupils will likely follow different Pathways within the same class. Topic work brings together thematic approaches to learning, whilst our assessment and coverage ensure personalization and differentiation of learning materials to reach our challenging progress targets and, ensuring the child’s EHCP requirements are met.
- ⇒ For pupils with complex needs specific interventions take place both in and outside the classroom setting, with these forming part of the holistic curriculum for the class wherever possible.
- ⇒ Where specific age-related learning is required, such as relationships and sex education, these subjects are taught in separate gender age groups.
- ⇒ Year 11 pupils are taught together where possible, in order to support their diverse interests through subject-specific classes they can choose options from. In addition, a significant amount of additional work takes place around the transition to college as a cohort.



We Look After Ourselves
We Look After Each Other
We Look After Our Learning
We Look After Our Environment

Reading is an integral part of all our teaching – ensuring opportunities for increasing vocabulary are embedded in children’s speech and language. Where over 90% of our pupils have Speech and Language Communication Needs (SLCN), this takes place every lesson, every day. We encourage parents/carers to read with their children at home and take every opportunity to support their child’s understanding of the written and spoken word.

You will find many different and bespoke communication aids in the classrooms, supporting some children through picture exchange communication tools towards proficiency with the written and spoken word, whilst others are supported in their understanding of routine with associated expectations. Our work supporting children with Autism is embedded and endorsed through the National Autistic Society’s accreditation of the school.

As a school with children aged 4 to 16, it is fantastic to see the progress in learning and social skills our children develop. Ensuring opportunities to take risks in their learning as well as develop a personal view increases their resilience to getting things ‘wrong’ and the negative impact this can have over time.

Children in our setting have such a diverse range of needs and the ‘lenses’ of identified special educational needs are used to see the individual child, using strategies and research to continually reflect and develop learning in accordance with such findings. Our teachers and TAs continue to develop their own professional development in line with the needs of the children they teach and personal, professional interests in order to make an impact on their pupils’ progress.

Lower School

The Lower School's curriculum focus is on developing classroom readiness, as many pupils come to school having been on a reduced timetable or only having attended a pre-school. Communication and language form the basis of their curriculum either through language, or communication supports such as PECS. Many of the pupils have significant sensory needs and time is built into planning to facilitate their sensory diet, including working towards O.T targets. Younger children with SEND often struggle to rationalise their emotions and as such, the curriculum has an emphasis on developing emotional regulation.

The curriculum in Lower School is delivered through a carefully considered programme of topics that are chosen to provide coverage of our three Areas of Learning while avoiding unnecessary repetition. There begins a focus on understanding number such as counting and one to one correspondence so that the basic blocks are set up. Lessons around phonics and spelling strategies occur daily, which develop an understanding of the text and an excitement and love for reading. For many of our pupils, the art of writing begins with the ability to mark make, form letters and then basic sentences. Writing is cross curricula as repetition of skills is the key to progress. Our assessment system, CAPPS, ensures there is a progression in skills. Across the school, maintaining a healthy lifestyle and values such as friendship, kindness, respect, happiness and respecting each other remain high on the agenda.





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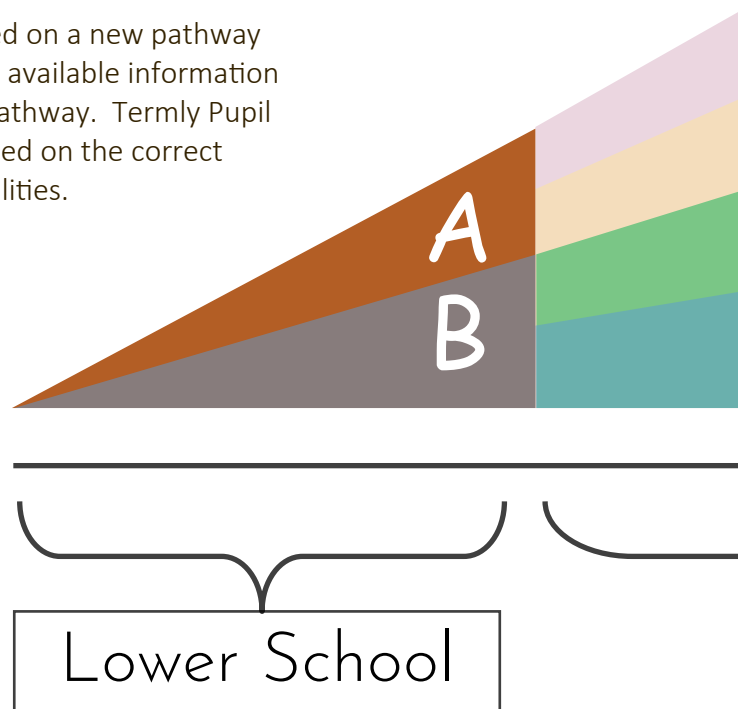
Lower School's Pathways Curriculum

Our curriculum and subsequent planning is divided into two sections, based on the differing needs of our pupils within the Lower and Upper School - with relative and meaningful aspirations. Every pupil in the school is placed within a Learning Pathway, designed to help them achieve the best possible outcome from their time in school. Baseline [CAPPS assessments, standardised tests \(e.g. HAST-2, WRIT\) teacher observations](#), EHCP information and input from outside professionals such as Educational Psychologists is all taken into account to help ensure that each pupil is on the correct Pathway.

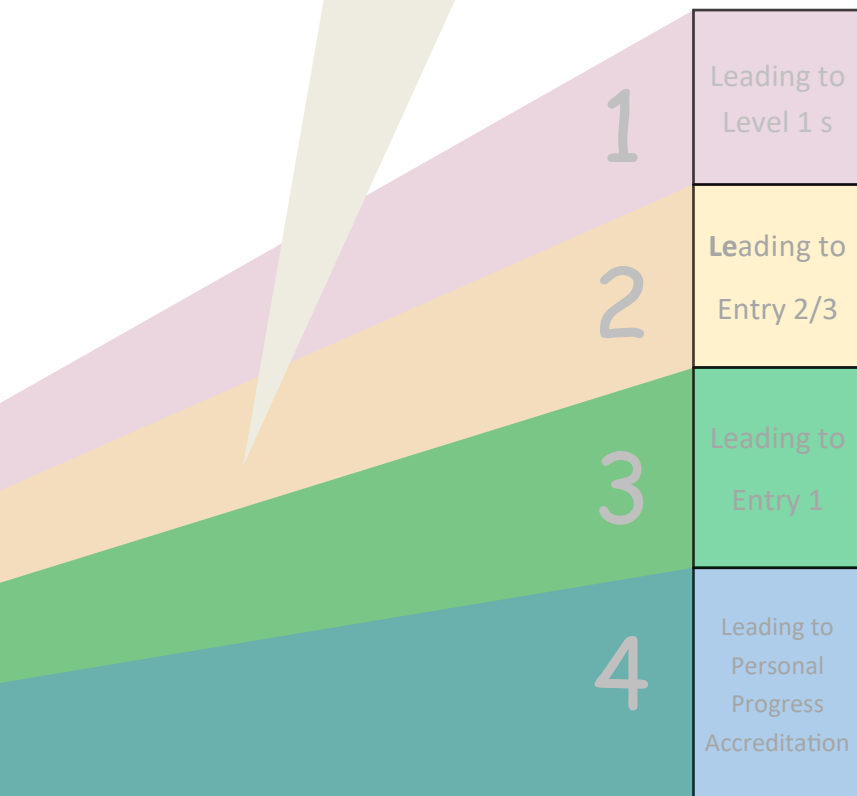
Pupils in the lower school work within either Pathway A or Pathway B. This early indication of curriculum needs is reviewed regularly. The learning intentions within the Pathways are aligned to the National Curriculum, but topics are chosen that are relevant to the needs, skills and understanding, as well as interests of the pupils.

Dependent on speed, accuracy and confidence of learning, children can move between the Pathways without any 'glass ceilings' or barriers to progress. Pathways are about providing the most appropriate learning for a pupil, not about limiting their horizons. Accurate assessments and benchmarked progression standards ensure the child progresses on the right pathway, with appropriate challenge, relevance and aspiration.

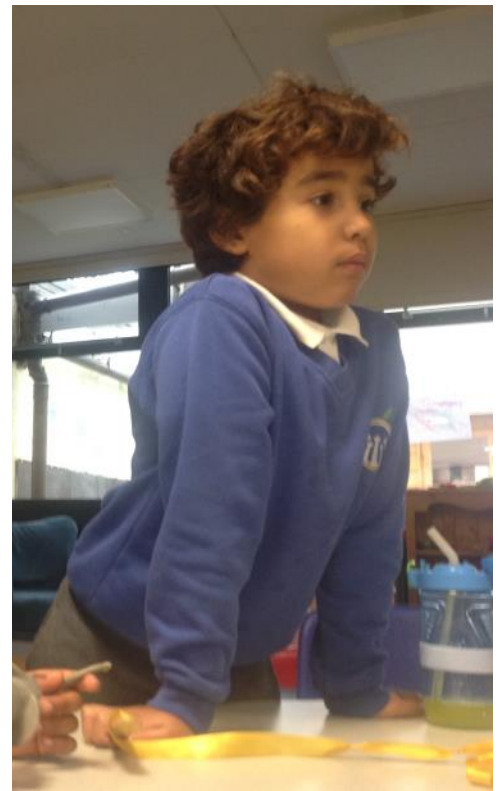
When pupils transition into Upper School they are placed on a new pathway based on their predicted outcomes in Year 11. Again all available information is taken into consideration when deciding on a pupil's Pathway. Termly Pupil Progress Meetings help to ensure that each Pupil is placed on the correct Pathway for their social, emotional and cognitive capabilities.



Children can be working on different Pathways for different subjects.



Upper School



Upper School

Upper School is the name given to an area of school, which has the majority of our secondary aged children. Pupils transition into Upper School at some point between Year 5 and Year 7, depending on what's felt best for the individual child. Many of the pupils joining the school from mainstream settings do so in year 7 and tend to join our Upper School.

Our curriculum develops on the learning in Lower School and the pathways specialise further. Pupils of lower cognitive abilities working at pre-formal or semi-formal levels follow a different pathway to those working in a more formal classroom setting.

The three Areas of Learning are retained within the sphere of 'communication', where classes follow a programme of topics across the year. Critical thinking, problem-solving and reflective skills are focussed on throughout as these are skills that can be transferred to many other areas of learning. Topics are chosen to ensure breadth of coverage and to avoid repetition, with the aim always being to provide learning that has a real-world context and application. A premium is placed on practical 'hands-on' activities as many of our learners find this form of learning the most beneficial.

Alongside functional literacy and numeracy, there is a continuous focus on the skills and knowledge needed to support our pupils when they leave to go on to the next stage. This includes drug education, protection from extremism, online safety and sex and relationship education, as well as life skills such as cookery, budgeting and travel training.



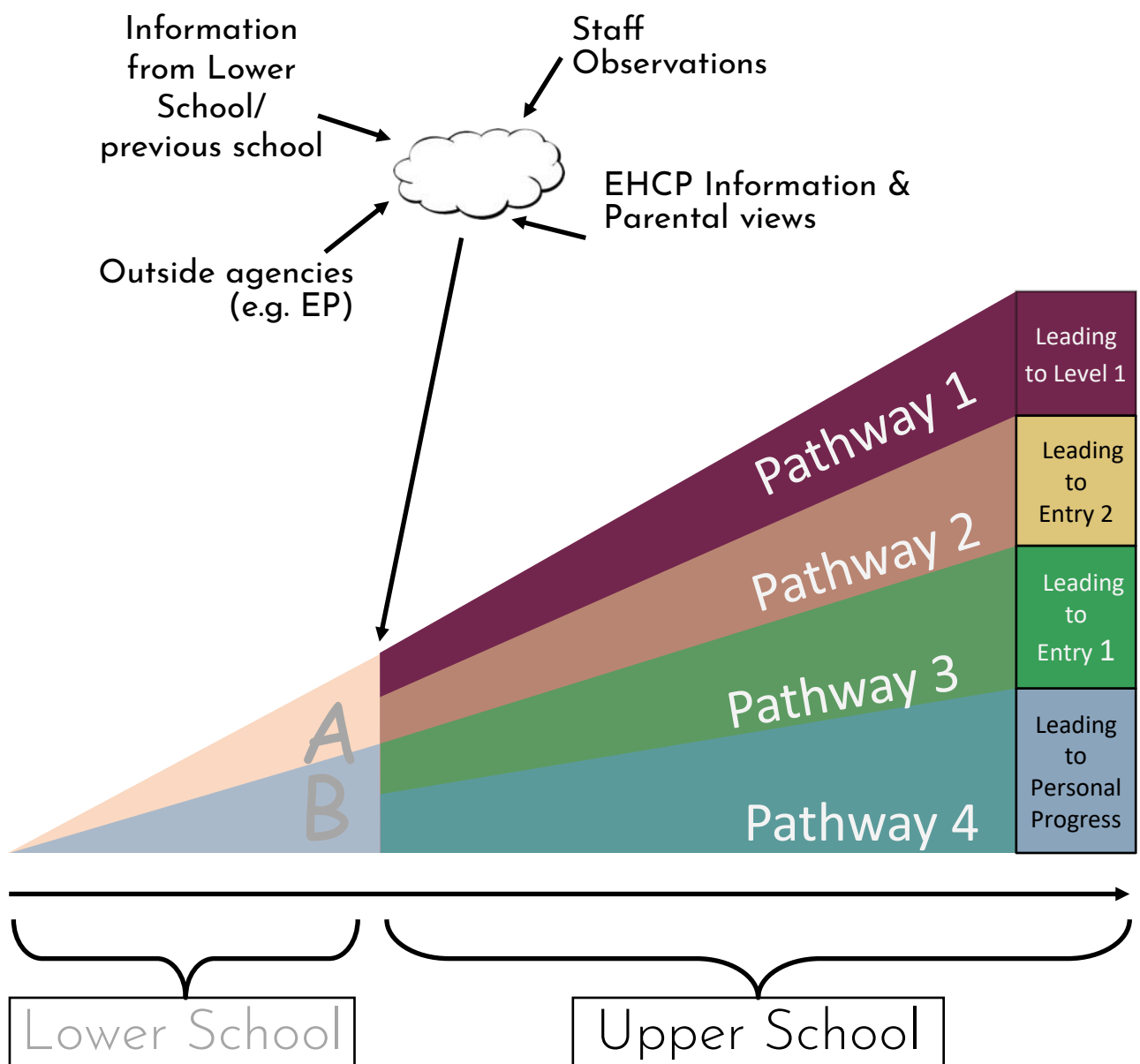


Upper School's Pathways Curriculum

Within Upper School, there are 4 different Pathways, each with a different predicted outcome:

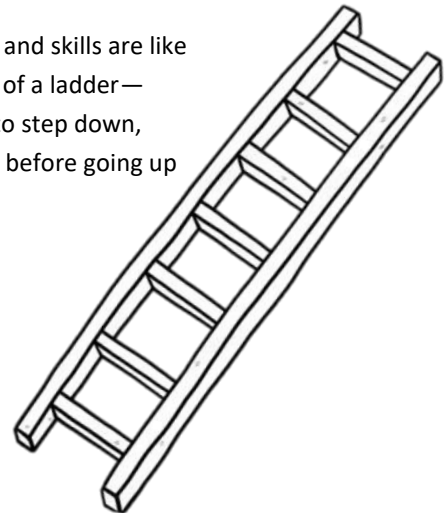
- ⇒ **Pathway 1** leading to Level 1 Functional Skills Accreditations
- ⇒ **Pathway 2** leading to Entry Level 2/3 Functional Skills Accreditations
- ⇒ **Pathway 3** leading to Entry Level 1 Functional Skills Accreditations
- ⇒ **Pathway 4** leading to Personal Progress Accreditations

Re-Baselining takes place at the transition from Lower School to Upper School to check and balance our assessments, ensuring pitch and content is correct for their Pathways of learning.



As pupils progress further into Upper School , they gradually begin to study for entry-level accreditations in a range of subjects such as Creative Media and Performing Arts, ICT, Science and the Humanities. The aim is to provide a balanced portfolio of qualifications while still taking account of the impact that assessment has on pupil well-being. In Year 11 pupils are entered for accreditations in Functional Literacy and Numeracy, qualifications that pave the way for their transition to college. Pupils also have the opportunity to achieve qualifications that may be used in the workplace such as barista training and food preparation and safety.

Learning knowledge and skills are like moving up the rungs of a ladder— sometimes needing to step down, consolidate learning before going up again.



Level 1 accreditation: KS3 standards

Entry Level 3: Latter KS2/ Year 5&6 standards

Entry Level 2: Early KS2/Year 3&4 standards

Entry Level 1: KS1/ Year 1&2 standards

Internal certification: Pre-Key Stage standards 1&2: Old P5&P6

Internal certification: Pre-subject specific learning: Old P3&P4

There are no perceived limitations on what pupil's can achieve.

Our Pathways are a route of learning for relevant knowledge and skills that our pupils need for accreditation in order to reach their 'destination'.

The destination is seen as college leading towards the world of work.

Areas of Learning

Our curriculum seeks to meet the needs of the individual and to prioritise those most important to them. We have moved away from the teaching of separate subject areas, instead combining those most important aspects of the national curriculum under themed areas of learning. This is more manageable for the pupils to grasp instead of the 24 different subject areas managed separately.

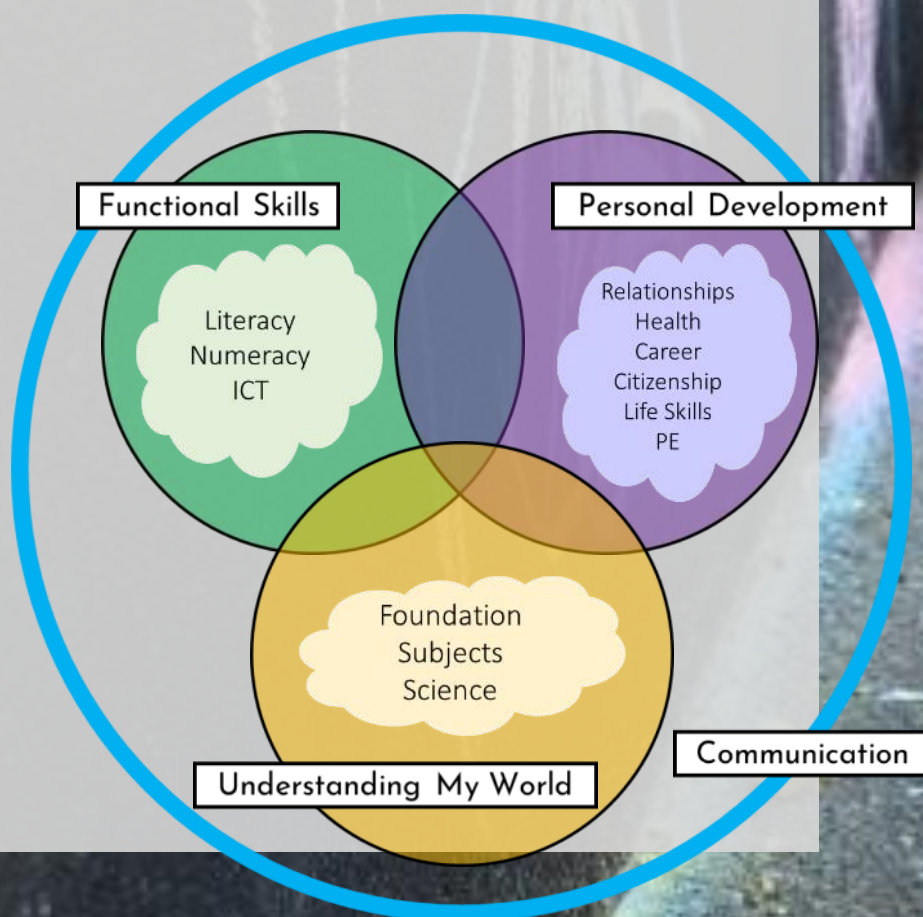
Communication is the sphere in which all Three Primary Areas of Learning reside.

These are; **Personal Development** , **Functional Skills** and **Understanding My World**.

In every Area of Learning the intent is to focus on knowledge , skills and understanding that are directly applicable in a real world context, preparing our pupils for adulthood. In numeracy for example, the focus is on usable employable skills such as money, time and measure rather than more academic strands such as algebra (although we support children who have a passion in such areas too!)

Lessons which incorporate more than one Area of Learning tend to be more engaging and relevant to pupils as they frequently have a practical aspect as well as a real world context. At The Collett School the curriculum is topic based as this is an effective method of ensuring this.

As such, you will find topic work that brings together discreet learning area to provide relatable learning. From this, specific areas can be looked at in more detail for subject accreditation in Upper School, where relevant and meaningful.





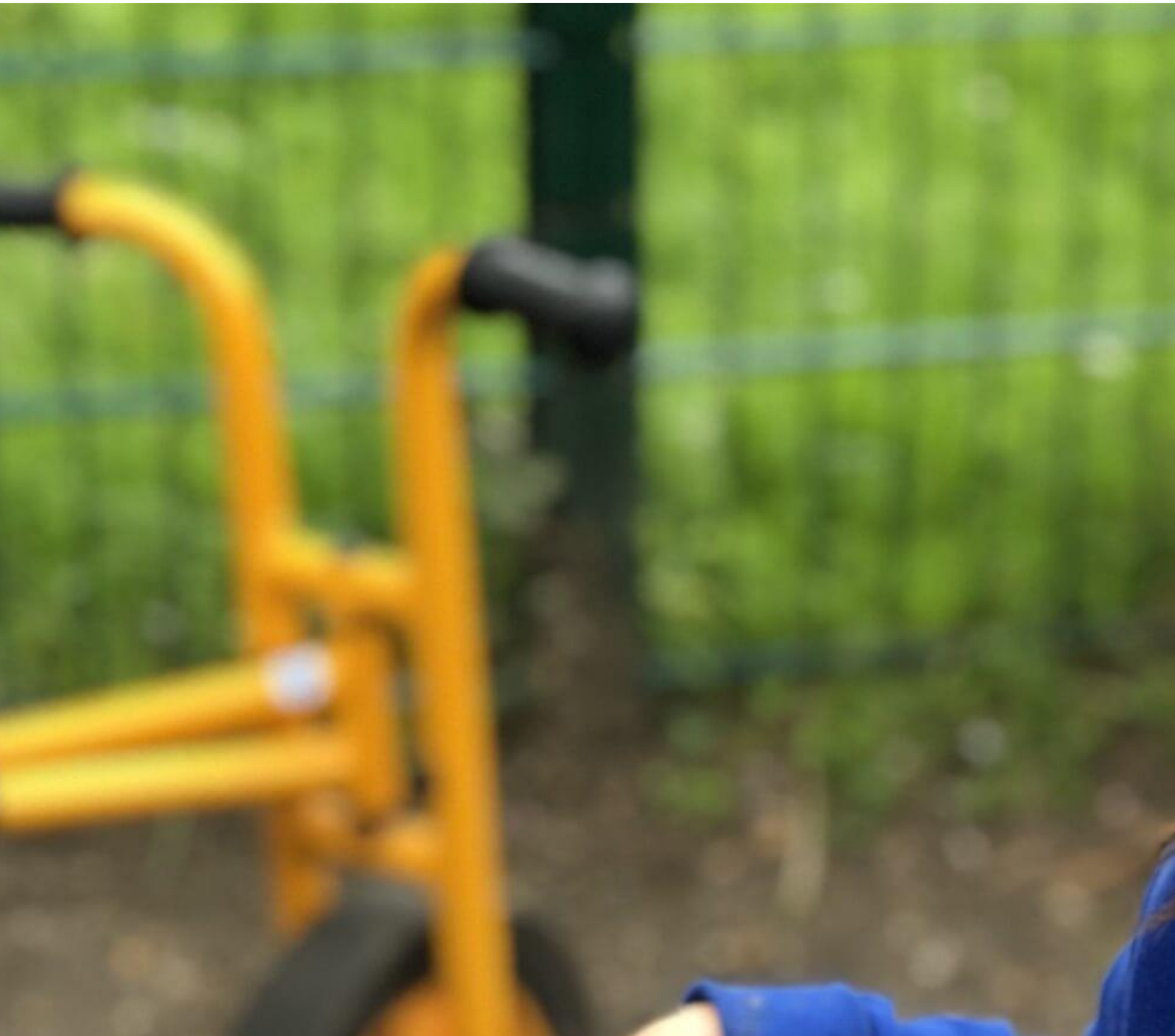
Communication

Functional Skills

Personal Development

Understanding The World

Communication



At The Collett School we use communication approaches that support staff and pupils to communicate with each other in the most effective way.

We create an environment that fosters expressive and receptive communication skills along with a range of evidence-based teaching strategies and pedagogies (teaching styles) including SCERTS, Attention Autism, PECs, Makaton, Intensive Interaction, TEACCH, and Assessment for Learning.

This means that through every learning opportunity, communication and emotional regulation is a core focus and priority for all our pupils.

Children are regularly supported to communicate their understanding, from which new learning is built upon.



Functional Skills Literacy

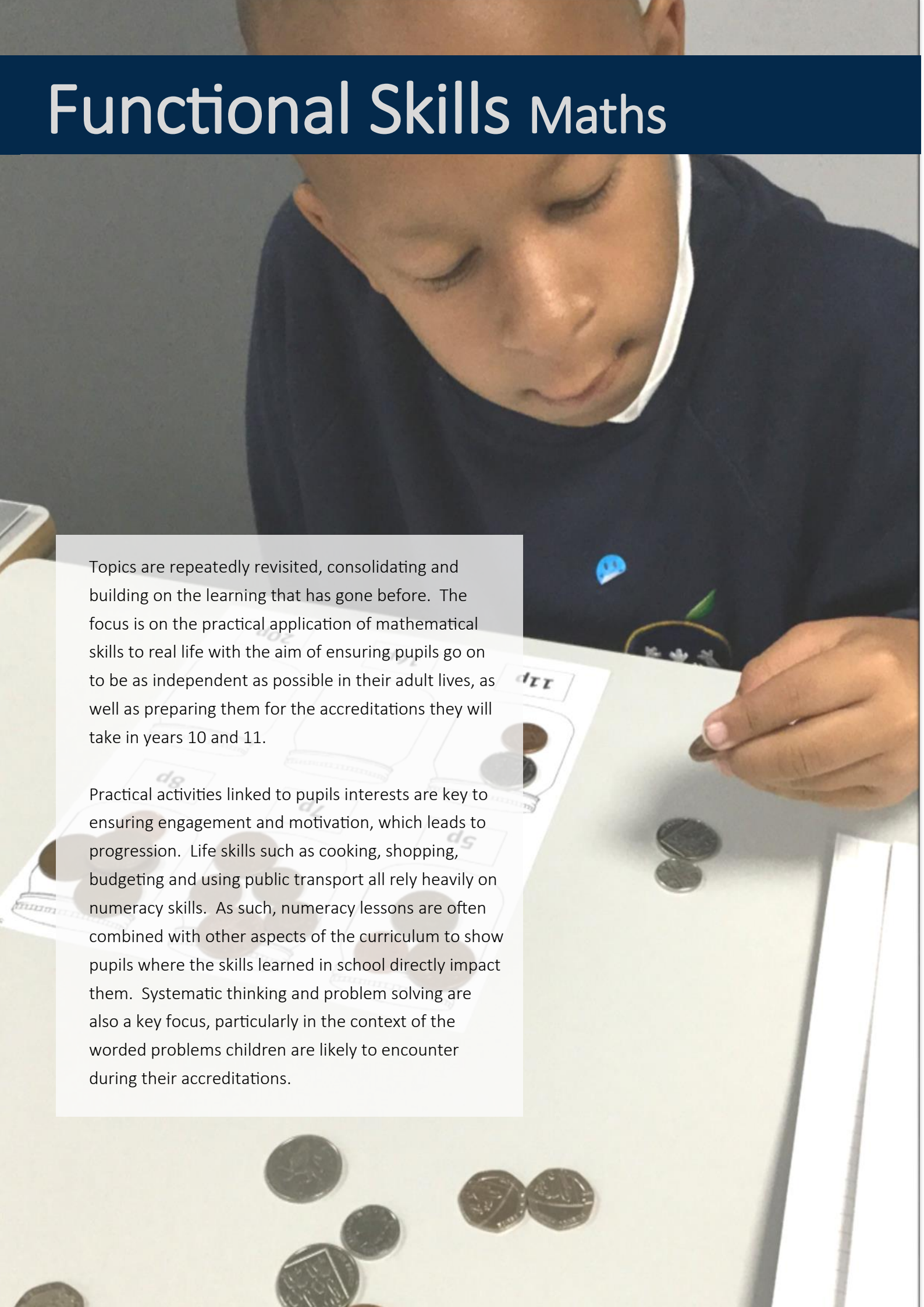
Across the school, pupils develop skills that are over-learned multiple times across the years, each time looking to build on previous progress. In turn, this supports other areas of learning, improves pupil's Life Skills and positively impacts on overall independence. Functional literacy and preparing children for their accreditations as well as developing a love of reading for pleasure are dynamic aspects of our literacy teaching. As much as possible reading and writing activities are linked to experiences and activities children have or will experience in their everyday life. This helps provide pupils with context and meaning to their studies.

Reading activities take place daily in every class in addition to phonics activities, following the *Essential Letters and Sounds* programme. Phonics consistency between classes is therefore supportive of pupils' understanding and consolidated through the reading books schemes we use. Our children have many different reading profiles. Some can read complex sentences and texts, yet face significant challenges in understanding the meaning of what they read. As such, specific interventions, levels of questioning and strategies to help them de-code text for cognition are key to planning for progress in learning. The reverse is also true, with some pupil's comprehension age exceeding their skills in decoding, requiring intervention and alternative technologies to support their access to texts.

Support for whole word readers and those children requiring a different approach is provided by in-class differentiation, assisted by interventions from the Hive when required. In addition to physical books children also have individual logins to Reading Eggs which provides them with access to a virtual library of books, including books with audio support and additional online content.



Functional Skills Maths



Topics are repeatedly revisited, consolidating and building on the learning that has gone before. The focus is on the practical application of mathematical skills to real life with the aim of ensuring pupils go on to be as independent as possible in their adult lives, as well as preparing them for the accreditations they will take in years 10 and 11.

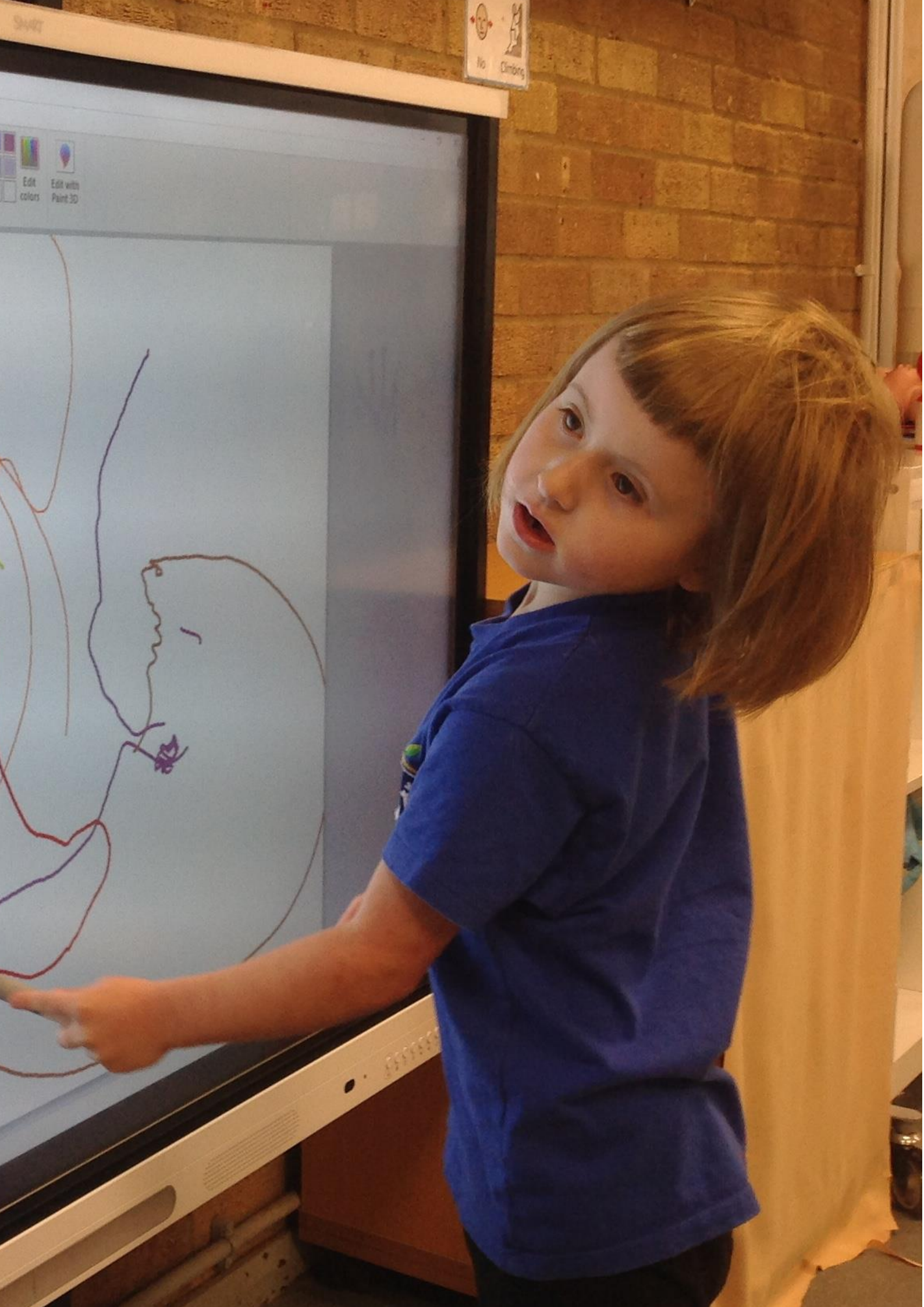
Practical activities linked to pupils interests are key to ensuring engagement and motivation, which leads to progression. Life skills such as cooking, shopping, budgeting and using public transport all rely heavily on numeracy skills. As such, numeracy lessons are often combined with other aspects of the curriculum to show pupils where the skills learned in school directly impact them. Systematic thinking and problem solving are also a key focus, particularly in the context of the worded problems children are likely to encounter during their accreditations.

Functional Skills ICT

From emails to social media our pupils are 'digital natives' in a world that ICT continues to permeate to an ever increasing degree. It is imperative that we empower our pupils to thrive in this digital landscape, equipping them with knowledge and skills that future employers will value as well as an understanding of how to stay safe as a citizen of the digital world. For ICT to be useful, learners must have the skills and confidence to apply, combine and adapt their ICT knowledge to new situations in their life and work. The capacity to identify and understand the role ICT plays in the world is crucial in enabling learners to function as effective citizens.

Classes throughout the school use technology to support learning. Online learning platforms such as IXL and Reading Eggs enable pupils to focus on key functional skills, accessing learning from home as well as in the classroom. Writing is supported by Clicker and Symwriter, adding picture and symbol support to aid in grasping meaning and expanding vocabulary. Where appropriate pupils are taught to use online games and resources to practice skills learnt during whole class teaching, embedding new concepts and overlearning existing ones.

As pupils move into Upper School the focus of ICT moves towards developing skill sets with specific aspects of technology. Communicating via email, researching topics online, the use of word processing and presentation software are all embedded in the curriculum. In year 10/11 pupils produce portfolios of evidence to achieve an entry level qualification in ICT. Above all the goal is to ensure that pupils become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world



Personal Development



Personal Development: Life Skills

Life skills are an essential component of being able to thrive as an adult. Not only do they promote independence in daily life they also have a direct impact on the ability of pupils to have some form of meaningful activity in their adult life, whether that is employment, volunteer work or further education.

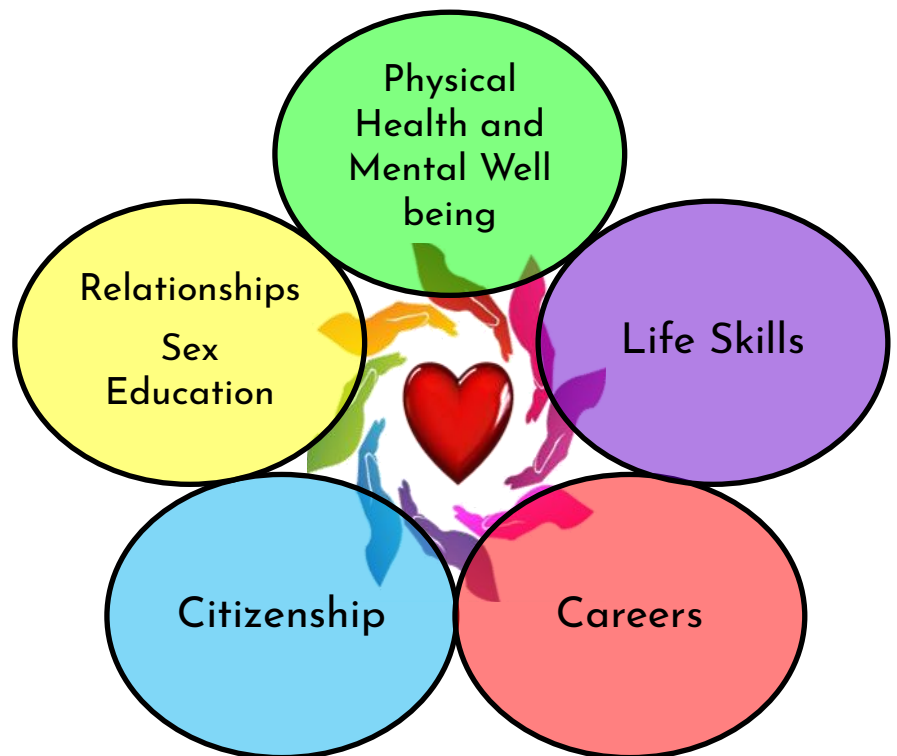
Life Skills are taught both as part of individual topics or as specific sessions dependent on the area being covered. Skills are taught through a combination of instruction and modelling, with as much real world experience as possible. Parents are closely involved with this process, especially for those skills which are more easily developed at home.

Cookery is one of the most fundamental Life Skills taught at The Collett School, as it directly impacts pupil's ability to live independently. Weekly cookery lessons take place in every class, carefully pitched to ensure that pupil's gradually develop their skills

Personal Development: PCSHE

PCSHE runs through the entire curriculum of The Collett School. It is the spine of our inclusive curriculum, enabling pupils to relate and consolidate learning with their own situation/context. In PCSHE children cover a wide range of topics, within our five thematic approaches.

To ensure appropriate coverage throughout the school, topics are broadly set in line with the age of the pupil, differentiated to take account of specific needs. This is especially important when considering Relationships, Sex and Health Education (RSHE). Topics may be covered as specific lessons, embedded as part of regular class teaching, or chosen by teachers in response to a specific need or situation within the class, which reflects our universal practices of ensuring children have information at the right time in order to make appropriate and informed decisions.



Life Skills Topics			
First Aid	Cookery	Personal Hygiene	Shopping
Mental Health	Social skills	Hobbies	Healthy eating
Travel Training	Household Chores	Budgeting	Fire Safety

Understanding The World

UNDERSTANDING MY WORLD encompasses all of the foundation subjects from the National Curriculum, alongside science. In Understanding My World, our Pathways tailor the importance of learning strands to the cognitive ability of the pupil, bearing in mind the importance of ensuring that learning is relevant to their lives and presented in a real-world context as much as possible. Learning is considered through the lens of what pupils will be able to directly apply or use once they leave school. For example, a topic lesson with a geography focus might look at following directions and increasing a pupil's knowledge of different countries (an important piece of cultural capital which helps with being able to converse with others).

Functional skills and work-related learning are essential aspects of our curriculum and provision at The Collett School. Knowing the importance of communication, personal development and an understanding of the immediate and wider world, our pupils need to apply these to the working world in order to have better chances of thriving. With regards to the Gatsby Profile and careers work undertaken by the school, we are excelling when compared with special and mainstream schools.



Our planned development of a café on site seeks to ensure the real-life experiences of retail and service industries are embedded in the curriculum. This project builds on the success of our Horsebox Café initiative and links with the work of St Luke's School. In addition, we have developed our Forest School and work with local schools to support their understanding of woodland engagement and management. The interaction with the public ensures functional skills and improved communication are seen by our mainstream world and our pupils understood for their abilities.

Work Related Learning & Careers



Understanding The World

Discovery

The Blue Tangerine Federation

137

Plant Magic

Our exhibit promotes the importance of accessible, sensory gardens made from both wild, and cultivated plants in order to stay healthy and happy.

A multistemmed *Carpinus betulus*, stands proud in the centre of a beautifully hand-crafted oak bench, around which a split gravel pathway lined with chamomile pulls you towards beds of edible, wild flowers and cultivated vegetables and herbs.



Learning Outside the Classroom



Learning Outside the Classroom (LOtC) is an important aspect of our wellbeing and our understanding of the world, both in terms of work-related learning and accessing our community.

Trips and excursions are integral to our learning about applying communication and understanding of the mainstream world through experiencing it.

In addition, working to ensure participation in our environment is evidenced through learning about society, British values; laws and our social behaviours. Fuller engagement and the expansion of interests through personal and group hobbies are also expanded aspects of learning outside the classroom. The environment itself is of particular interest to our young people—understanding energy, protecting our planet and developing an understanding of sustainability. This is wonderfully exemplified in pupils’ participation in an award-winning garden at Chelsea Flower Show, where pupils created an edible garden, extolling the values of sensory, medicinal and historical use of weeds—plants in the wrong place that are often overlooked...

Expressive Arts

The arts are an extremely important aspect to our pupils' learning, where creativity and immersion in expressive, observational and interpretive work is challenging and rewarding. At Collett we have a wide range of activities and events that develop a sense of wonder amongst our pupils as well developing their talents and skills.

Art

Art is taught across the school as discreet lessons as well as through topic work. Each year, pupils develop their creativity and knowledge as well as further developing their skills, understanding of colour, drawing, painting, texture, pattern and form. Within these areas, the pupils will learn about the history of Art, culture and the works of different artists. In Upper School pupils' work forms part of their Entry Level accreditation.

Music

Music is taught through various learning areas in the curriculum to support and enrich learning. External providers come in and run various sessions across the week such as drumming, guitar, piano and singing. Additional clubs for choir and band are also popular with Upper School pupils.

Drama

In Lower and Upper School, Drama is taught to enhance Communication, Literacy, Personal Development and social skills. Pupils enjoy role play that supports their understanding of a variety of social situations, to develop life skills and understand more about their world.





CAPPS (Collett Assessing Pupil Progress)

Each Area of Learning has its own CAPPS assessment grids. Areas of learning are sequenced into 'I can' statements that build sequential learning and knowledge. These phases of statements correlate to neuro-typical ability ages. Each CAPPS statement describes a specific skill, piece of knowledge, behaviour or ability that children should learn to progress in the subject.

Teachers use a combination of assessments including CAPPS, EHCP targets, standardised national tests (e.g. reading ages) with the Pathway frameworks to ensure learning remains pitched at an appropriate level. Assessments measure progress across the year and CAPPS is used to support the identification of gaps in learning and areas for potential interventions.

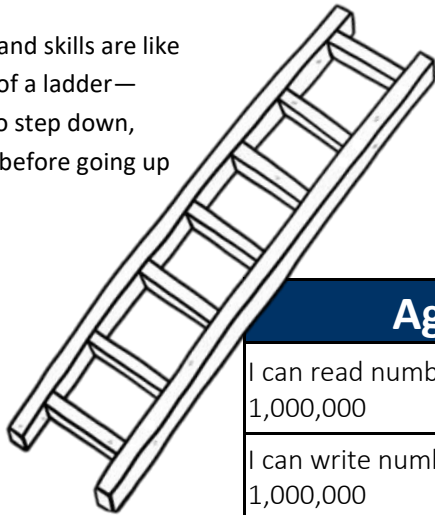
Teachers use medium and longer term planning to create activities that ensure sequential learning with activities and skills which is merely a vehicle for understanding the learning in a fun, vibrant and meaningful way. As pupils join Collett with differing needs and abilities, so our planning changes to reflect the pupils' understanding. Clear assessment leads to accurate planning with appropriate challenge and ambitious end points.

The learning areas are deliberately broad to allow them to be taught in a variety of ways. For example, in 'Understanding the World', some children might learn about well-known geographical features in the world (in a subject specific way), while others might learn about different parts of the school. Content is mapped across the different tiers of learning for ability, relevance and extending their understanding of their immediate and, wider world.

CAPPS cover our three Areas of Learning and ,Communication:

- ⇒ **Communication** (split into Expressive and Receptive)
- ⇒ **Functional Skills** (split into Phonics, Reading, Writing, Numeracy and ICT)
- ⇒ **Personal Development** (split into Relationships, Health and Well Being, Career, Citizenship, Life Skills, PE and Kinaesthesia)
- ⇒ **Understanding My World**, comprising:
 - ◆ Creative Arts (split into Design and Technology, Art and Music)
 - ◆ Humanities (split into History, Geography, RE and MFL)
 - ◆ Science (split into Scientific Knowledge and Working Scientifically)

Learning knowledge and skills are like moving up the rungs of a ladder—sometimes needing to step down, consolidate learning before going up again.



Age 4/5
I can count numbers to 20
I can read numbers to 20
I can order numbers to 20
I can write numbers to 20
I can recognise patterns
I can continue a simple pattern (e.g. red/blue/red).
I can describe patterns
I can add two single digit numbers (counting on)
I understand that addition is the combining of two groups of objects
I can subtract two single digit numbers (counting back)

Age 9/10
I can read numbers to at least 1,000,000
I can write numbers to at least 1,000,000
I can count forwards and backwards with positive whole numbers, including through zero
I can interpret negative numbers in context
I can recognise and describe linear number sequences involving whole numbers (e.g 5, 8, 11, 14)
I can determine the value of the digits in numbers up to 1,000,000
I can order numbers to at least 1,000 000
I can compare numbers to at least 1,000 000
I can count forwards and backwards with negative whole numbers, including through zero
I can recognise and describe linear number sequences involving decimals (e.g. 1, 1.25, 1.5, 1.75)



Example CAPPS statements (Functional Numeracy)



Capturing progress against skills ladders (that allow learning to be pitched appropriately) and knowledge areas; mapped out over time to ensure coverage of key ideas. Objectives are identified for each strand, differentiated by Pathway, with each strand of learning revisited in subsequent key stages to allow progression, over-learning and gap filling.

The Hive Additional Support

Hideaway

Carousel

The Hive is located centrally and consists of various spaces that form a hub of intervention accessed by all pupils.

Cloud Nine

Thyme Room

Wave 3
Specific intervention delivered by External Providers

Wave 2
Targeted intervention
By The Hive Team/ advice from external teams

Wave 1
Additional intervention delivered by class teams

Quality First Teaching
Generalised Intervention
Student Profiles and EHCP strategies

The Carousel is used for Occupational Therapy, Physiotherapy interventions and sensory circuits to help children with self-regulation.

The Thyme Room is available if a child is unable to work in class at any given time. Children who have used the Hideaway can transition into the Thyme room.

The Hideaway is a space designed to help support pupils explore their emotions and social behaviours. They know it is their “go to place” when they need time away to reflect and regulate themselves.

Cloud Nine is our multisensory room and consists of a variety of visual and auditory equipment.

The Hive is a suite of rooms designed to support children to better access classroom learning. Intervention programmes are designed to minimise barriers and support pupils to self-regulate, in turn building confidence and increasing independence.

Our interventions operate on a ‘wave’ model. These waves of intervention cater for a range of escalating need and seek to enable our learners to access the curriculum effectively in order to make maximum progress. After the referral process, the students will access the appropriate intervention if needed.

Quality First Teaching forms the basis of classroom support and interventions in our special school.

Wave 1 covers those additional interventions provided by the class teacher & teaching support in the classroom.

Wave 2 interventions are delivered by The Hive Interventions team .

Wave 3 are those provided by external professionals.

The Hive Additional Support

Social Stories

Social Stories were developed by Carol Gray as 'a social learning tool that supports the safe and meaningful exchange of information between parents, professionals and people with autism of all ages'. Short descriptions of a situation or event, Social Stories contain specific information about what the reader can expect and why. They present information in a literal 'concrete' way, which may improve a pupil's understanding of a previously difficult or ambiguous situation or activity.

The aim of a Social Story could be :

- ⇒ to develop appropriate behaviour, self care skills (e.g. washing hands, toileting), social skills (e.g. sharing, queuing, asking for help) and academic abilities.
- ⇒ to develop an increased understanding of a given situation resulting in reduced anxiety levels before, during and after the situation it describes. They are especially useful for helping pupils cope with changes to routine and unexpected or distressing events (e.g. change of adults in the classroom, moving house, thunderstorms).
- ⇒ to help a pupil understand how they or others might behave or respond in a particular situation.

Social Stories are used across The Collett School to help pupils with behaviours, situations or activities that they find challenging or confusing. The presentation and content of a social story varies according to the situation and needs of the pupil.

Attention Autism

Attention Autism is a learning approach created by speech and language therapist Gina Davies, that aims to develop natural and spontaneous communication skills in Autistic children through the use of visually based and highly motivating activities. It is a popular approach and is widely used in schools.

The Attention Autism approach aims to provide children with a learning experience that they want to communicate about.

Aims of Attention Autism

- ⇒ To engage attention
- ⇒ To improve joint attention
- ⇒ To develop shared enjoyment in group activities
- ⇒ To increase attention in adult-led activities
- ⇒ To encourage spontaneous interaction in a natural group setting
- ⇒ To increase non-verbal and verbal communication through commenting
- ⇒ To build a wealth and depth of vocabulary
- ⇒ To have fun!

More complex skills can be introduced as confidence and social skills develop e.g. sharing materials, working with a partner, problem solving.

Attention Autism principles can then be generalised to curriculum activities (e.g. literacy and numeracy) to facilitate learning and skill development.

Stages of Attention Autism

The Attention Autism programme progresses through a series of stages, building on each skill level. Each new stage is introduced when the group is ready to expand attention skills.

Stage 1: The Bucket to Focus Attention

A bucket is filled with visually engaging objects and toys, aiming to gain the shared attention of the group. The adult leader shows each item to the group and uses simple repetitive vocabulary to comment on the various objects.

Stage 2: The Attention Builder

Visually stimulating activities are shown to the group by the adult leader, aiming to sustain attention for a longer period. The activities are fun, visually engaging and can often involve delightful mess!

Stage 3: Turn taking & Re-engaging Attention

The adult leader demonstrates a simple activity, often modelled with another adult in the group. Some children are then invited to have a turn but only if they are comfortable to do so. Not every child in the group will get a turn, which then teaches important emotional regulation skills, as well as the essential skills of waiting, turn-taking and learning through modelling.

Stage 4: Shifting & Re-engaging Attention

Stage 4 aims to develop the skill of engaging and shifting attention. The adult leader demonstrates a simple creative task, and then gives each child an individual kit to copy the task. The children take their kits to a table, complete the task independently, and then everyone returns to the group to show their completed tasks.=

Physical Development

Physical Development is an area of learning in our curriculum that includes essential teaching and understanding of our physical needs, wellbeing, growth, exercise, fitness, food and health. Often specific interventions around sensory integration activities are taught to help with self-regulation.

Physical education, experienced in a safe and supportive environment is vital and unique in its contribution to our pupils' physical, emotional development and health. Our teaching aims to increase self-confidence through an ability to manage successfully in a variety of situations. Outdoor education is an integral part of this.



- To develop an ability to plan a range of movement sequences, organise equipment and apparatus, and begin to design and apply simple rules.
- To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement based activities.
- To promote positive attitudes towards health, hygiene and fitness.
- To develop psycho-motor skills through a range of relevant movement based activities.
- To develop a sense of fair play and sportsmanship.
- To develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.
- To foster an enjoyment, and positive attitude to, the subject in school.



Meaning of Words Used in this document

CAPPS—our in-house assessment system for recording and measuring progress in learning

Cognition—ability to learn

Curriculum—the programme of work we teach our children

EHCP—Education Health Care Plan—annually reviewed document that outlines what the child needs to help them.

Generalisation—supporting learning in different contexts

Human agency—self-esteem and resilience to keep going

Intervention—a particular strategy or technique delivered in and outside the classroom to help children access learning in a different way.

Makaton—visual signing with the spoken word—to help people's understanding of the spoken word

Pathways Curriculum—tiered learning programmes designed to be relevant and meaningful for children with different levels of ability

PECS—Picture Exchange Communication System; using an exchange of pictures for support to engage purposeful communication

PSHCE—Personal, Social, Health and Economic Education

Reading Age—based on standardised testing, the ‘age’ of a child’s reading ability used to compare with their chronological age and expected standards of a neurotypical learner

RSHE—Relationships, Sex and Health Education

SCERTS— Social Communication Emotional Regulation Transactional Support; staged and progressive communication strategy to help pupils with routine and relevance in communication

SEND—Special Educational Needs and Disabilities

SMSC—Social, Moral, Spiritual and Cultural learning

TEACCH—Treatment and Education of Autistic and Communication Handicapped Children—a process of organising and supporting learning in the classroom to help pupils learn



Our Collett School Pathways Curriculum