

Northern Counties School ASD Semi-formal and formal Curriculum Map

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| I N T E N T | Curriculum vision | <p>Our learners with an Autism diagnosis have wide ranging communication difficulties in addition to other co-morbid conditions. Our curriculum is creative, engaging and individualised to the identified needs of each learner, it differs according to Key Stage and iASEND stages of attainment. It is adaptable and responsive and will support pupil progress within a range of contexts to enable our pupils to be the best that they can be within a Positive Behaviour Support philosophy. We use a topic map re-written every 3 years to reflect the interests of the current cohorts. Our curriculum also takes into account the key areas assessed by the National Autistic Society Accreditation Framework - Social Communication, Emotional Wellbeing, Sensory Experience and Self reliance & Problem solving.</p> <p style="text-align: center;">The semi-formal curriculum is topic based and taught creatively across subjects, the formal curriculum is taught in discrete subjects.</p> | | | | | | | |
| | Curriculum aims | For learners to develop functional communication skills in a range of contexts and environments | For learners to make positive progress in relation to their specific needs | For learners to become confident individuals living a safe, healthy and happy life. | For learners to gain maximum independence within the context of their needs and become active citizens to make a positive contribution to the community. | | | | |
| | Areas of need | Communication & Interaction | | Cognition & Learning | | Sensory & Physical | Social, Emotional and Mental Health | | |
| | Focus for learning | Attitudes and attributes | | Skills | | Knowledge and understanding | | | |
| | All learners have a right to... | Individualised interest based approach | | Appropriate support and resources | | Capable environments | Peer group and friends | Full community inclusion | |
| I M P L E M E N T A T I O N | School context | Integrated teaching and therapy | Communication | Learning beyond the classroom | Individualised curriculum | Positive Behaviour Support (PBS) | Learning environment | | |
| | Approaches to learning | Integrated therapy Range of teaching styles and approaches Weekly team meetings (pupil focussed and curriculum focussed) Weekly therapy integration meeting | Total communication approach BSL/SSE Core vocabulary Access to BSL tutor PECS, symbols, Communicate and print AAC Intensive Interaction Lego therapy | Home/school partnership Educational trips and visits Relationships & the community Employability Independent Living SKills | EHCPs, IEPs, iASEND, Termly themes Sensory integration British Values SMSC Enrichment Mastery of maths Curriculum focussed discussions Accreditation | PBS plans PBS team Sensory diet profiles Behaviour files Capable environments Partnership with parents | Small class sizes foster independence, social, emotional skills and functional communication Structured environment - some TEACCH elements Individual work spaces Outdoor/indoor self-regulation spaces | | |
| | Curriculum areas | Communication | | Core and Foundation subjects | | Independent Living SKills/RSE | | Good Health & Wellbeing | |
| | Essentials for learning and life | Social communication | | Life skills | Self reliance & problem solving | Emotional wellbeing | Mental Health | Confidence Trust Dignity | |
| I M P A C T | Purposeful assessment for learning | Annual EHCP review process | Informed by —————→ | Individualised, sequenced sessions | Short term lesson plans documenting learning and next steps. Home learning | Earwig media records shared with home. Evaluation of home learning | Up to date understanding of how our learners develop | Therapy clinical notes | Multi-disciplinary team meeting discussions |
| | | IEP reviewed termly | | | | | | | |
| | iASEND statements review termly SCERTS & TOMS review Case studies | | | | | | | | |
| Accountability measures | Annual EHCP review process | Progress towards IEP and iASEND targets | | Learner wellbeing expressed through behaviour | Attendance and engagement in learning | | NAS Accreditation | Positive progress in learning | |

