



Northway School

We recognise and value all achievement

Our Curriculum

PURPOSE

The Northway Curriculum is based on our mission statement and vision for all pupils

The Northway Mission: “We recognise and value all achievement”

The Northway Vision:

To work in partnership with families to provide an individualised, enjoyable learning experience where children:

- Develop an effective means of communication
- Are as independent as they can be
- Have their mental, emotional and physical health nurtured
- Have a sense of identity and belonging to the school community and beyond

The ethos of Northway is shown clearly in our Tree of Success, which honours the achievements of our pupils throughout the school year.

Every pupil has a range of abilities and areas of challenge; how and what we teach each child will be carefully planned, monitored, assessed and adjusted throughout their time in school so that they can all make optimum progress, meaningful to them.

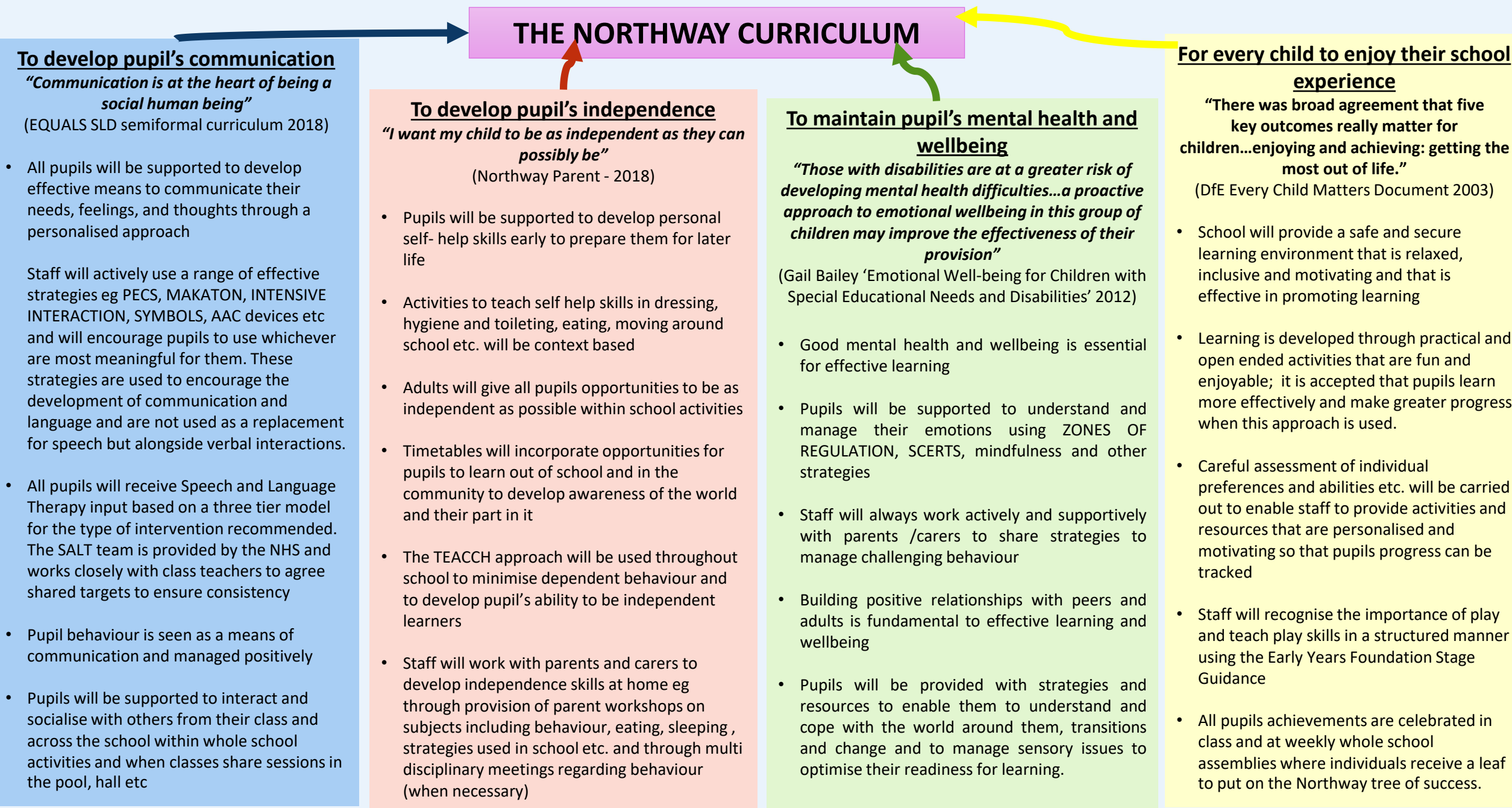
Knowing and understanding the children is at the heart of what we do and the importance of making and sustaining positive relationships between staff and pupils is paramount. We provide a multi-sensory approach to learning which is embedded within a creative and exciting framework and delivered through holistic experiences.

Our curriculum document is constantly evolving and being adapted to need.



Our curriculum aims to:	Ways in which we achieve our aims:
<ul style="list-style-type: none">• Be relevant, meaningful and context based• Be motivating and engaging• Be individualised to take account of pupils' areas of strength, difficulty and learning style and outcomes• Enable pupils to be successful learners• Assist pupils in coping with their school environment and changes• Develop independence and life skills for the future	<ul style="list-style-type: none">• We ensure that staff have the appropriate knowledge, skills and attitude to enable them to work effectively in their respective roles and have an underlying understanding of how children learn.• We develop individual staff expertise that is then shared through training to ensure best practice and continuity across the whole school• We have an ethos of positive reinforcement and encouragement• We have robust safeguarding procedures• We work proactively in partnership with parents• We maintain a range of appropriate specialist resources• We monitor and evaluate pupil progress (and teaching) effectively• All pupils have individualised Personal Learning Plans and, when appropriate, Individual Behaviour Plans that are reviewed regularly• We use a range of proven and effective teaching approaches and strategies• Teaching is planned around a whole school topic and thematic approach to ensure continuity and progression• Pupils are grouped flexibly by age/need/strengths/environment/staffing

We have four **main spurs** for our curriculum, which underpin all areas and are derived from the school vision:



CURRICULUM OUTLINE

- Our curriculum is divided into three strands or pathways, which are:
 - Pre-formal - approximately P1-P4
 - Semi-formal - approximately P4-P8
 - Formal - approximately P8-National Curriculum age-related expectations
- Pupils are grouped by the strand that they are able to access and then roughly by age. The curriculum in each class is differentiated to meet the needs of that cohort.
- The Northway curriculum is not linear and does not assume that pupils will progress from one type of curriculum to another; rather, the way the curriculum is delivered differs
- Some Northway pupils will be following the pre or semi-formal curriculums throughout their entire time at school.
- All pupils will be assessed regularly using B Squared Connecting Steps and assessment sheets within the classroom to ensure that progress is monitored to enable teaching to be individually directed.
- All pupils have Personalised Learning Plans (PLP) that outline the targets related to the Outcomes in their EHCP and specify strategies to be used in teaching these. When necessary, pupils will have Individual Behaviour Plans (IBP) that detail strategies to be used to minimise challenging behaviours and develop appropriate ones.
- Long term outcomes are revised at the end of each Key Stage, short term outcomes are updated annually and reviewed throughout the year by teachers with parents.



The curriculum pathways/strands

Pre-Formal

Pupils who require a very high level of adult support to access and learn from school activities will follow a pre-formal curriculum.

Activities are not subject specific but aim to develop basic concepts, early communication skills and independence.

A Pre-Formal curriculum is experiential, play based, repetitive and practically rooted in the child's own world and experiences; outcomes for activities cannot necessarily be specified beforehand. The curriculum includes a high level of individual sensory exploration both individually and in small group sessions.

1:1 teaching is vital for developing basic concepts, cause and effect and use of PECS at the very earliest stages. Strategies such as Attention Autism and Intensive Interaction are used plus objects of reference, photos etc. The Equals PMLD curriculum is used to help determine schemes of activities.

Semi-Formal

Other pupils at Northway need a semi-formal curriculum in which activities are largely pre subject specific. Learning will take place in small groups and individually using eg TEACCH work baskets.

Pupils will be taught early number, reading and writing and these and other skills will be presented and incorporated in topic based, child centred, meaningful, structured play, practical and relevant activities.

The Semi-formal curriculum includes sensory activities with an increased link to the world beyond the child's immediate one.

The focus is on developing communication, interaction and independence in all self-care areas. Strategies including Attention Autism (further stages) PECS, symbols, signing, SCERTS, ORT, Jolly Phonics, THRASS, Handwriting Without Tears etc. are used where appropriate and meaningful.

Schemes of work can be according to the cohort from curriculum documents.



Formal

A very small number of pupils will begin to be able to access a formal curriculum in which teaching activities are largely subject specific within a topic based programme.

The formal curriculum takes concepts within and beyond the child's immediate world and makes more explicit links to subject areas and deals with increasingly abstract ideas. Teaching includes more whole class and differentiated group teaching as well as individual work.

There will be continued work on communication and development of appropriate social interaction. Practical activities such as linking travel training to shopping to cooking etc is used to develop skills for later life.

Schemes of work can be adapted according to the needs of the cohort from Equals Formal and Semi-Formal curriculum documents.



Curriculum Design

Our curriculum recognises five areas of learning. These areas are in line with the children's Education, Health and Care Plans (EHCPs) and Personal Learning Plan (PLP) areas. This ensures that we are addressing the child's individual needs, tracking from their EHCP right through the curriculum.

These are:

- Communication and Interaction Development
- Cognition and Learning
- Social, emotional and mental health
- Sensory and Physical Development
- Participating in Society



Every class, no matter which strand the children are grouped into (Pre-formal, Semi-formal or Formal) will cover these five areas of learning in a way that is adapted and suited to their needs and level of understanding, with the four spurs (communication, independence, wellbeing & enjoyment) underpinning everything.



The table below shows the relationship between subjects that the five EHCP areas cover. Many areas overlap and subjects are not taught discreetly but mainly in a cross-curricular, context based manner. The table also outlines the EYFS and EQUALS schemes of work that may be used as a basis for lesson planning.

LINKS BETWEEN EHCP/CURRICULUM etc						
EHCP AREAS	EYFS Guidance areas		EQUALS pre- formal	EQUALS Semi-formal	EQUALS formal	
SOCIAL EMOTIONAL AND MENTAL HEALTH	Personal social and emotional development	Making relationships	P M L D C U R R I C U L U M	My Independence My play & Leisure		
		Self-confidence and Self- awareness				
		Managing feelings and behaviour				
SENSORY, MOTOR AND PHYSICAL	Physical development	Moving and handling		My Physical wellbeing		
		Health and self-care		My Independence		
COMMUNICATION AND INTERACTION	Communication and Language	Listening and attention		My Communication		
		Understanding				
		Speaking				
COGNITION AND LEARNING	Literacy	Reading				English
		Writing				
	Mathematics	Numbers			My thinking & problem solving	Mathematics
		Shape, space & measures				
	Understanding the world				ICT	Science
	Expressive arts and design	Exploring and using media and materials			My Drama	
					My Art	
					My Music	
					My Dance	
PARTICIPATING IN SOCIETY	Understanding the world	People and communities		My Independence		
		The world		My citizenship		
		Technology		The world about me		

The following pages give a brief outline of what may be covered in the five areas for each of the strands, remembering that the four spurs are the key priority for all pupils and should underpin the learning in any other area.



Communication & Interaction



Communication & Interaction

Communication is one of the main spurs of the Northway Curriculum; it is vital that every child is supported to develop a means of communication that works for them whether that be gesture, objects of reference, use of symbols, signing or verbalising. Language, communication and social interaction are fundamental when expressing needs and building relationships. We therefore believe in promoting communication and choice making opportunities at all times; a total communication approach is adopted at Northway.



Pre-Formal

Children working at a pre-formal level are at the very early stages of communication. Pupils are developing an awareness of the world around them and the ability to engage with others with meaning.

They need lots of support from adults to recognise that interactions can lead to help with wants and needs and to begin to use more formal methods of communication with intention. This is developed through child-led activities and using strong individualised motivators.

Intensive interaction is a key feature of pre-formal communication development.

'Intensive interaction works on early interaction abilities - how to enjoy being with other people - to relate, interact, know, understand and practice communication routines. Intensive interaction teaches and develops the 'Fundamentals of Communication' (Dr. Dorothy Bishop)'

Semi-Formal

Semi-formal pupils can have vastly different communication needs, so we endeavour to develop their expressive and receptive language skills based on their own starting point.

Learners have access to a total communication environment, which promotes the use of speech, signs, communication aids and symbols.

A range of techniques are used by staff to support and develop the child's communication skills; these may include – PECs, Intensive Interaction, Makaton, augmentative communication devices, Attention Autism, role play or others.

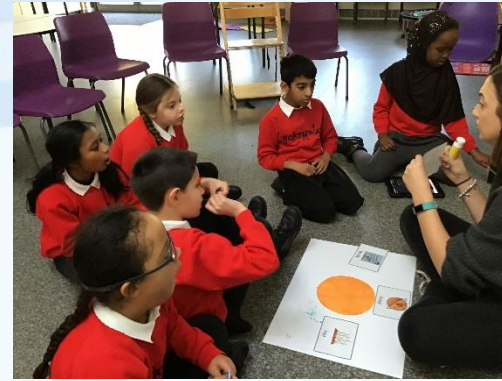
The Equals 'My Communication' document provides a strong basis from which learning intentions and activities can be developed.

Formal

Formal learners are likely to have an established means of communication (verbal, signing or symbol based) though they need to further develop their skills.

Communication remains at the core of what they do and lessons are scaffolded to create accessible learning opportunities; the curriculum is as bespoke and individualised as the pre and semi-formal curriculums. Formal learners are extending their communicative skills to be able to use them in a range of contexts, with a range of audiences and for a range of purposes. Development of peer and social interactions are key.





Cognition & Learning



Cognition and Learning Overview

Each child has individualised targets outlined in their EHCP to develop their cognition and learning skills. The targets will take into consideration where that child is starting from and have a realistic end point. This area covers literacy and numeracy as they are adapted to suit the needs of the learners.

Pre-Formal	Semi-Formal	Formal
<p>In this area our pre-formal learners focus on the development of their engagement and attention.</p> <p>There are 7 recognised areas of engagement which are;</p> <ol style="list-style-type: none">1. Responsiveness – changes in behaviour demonstrate they are being attentive to new stimulus2. Curiosity – pupils reach out or scan for the source of new stimulus3. Discovery – pupils search out new stimulus, reacting or responding in ways that show they are engaged (such as exhibiting expressions of enjoyment and excitement)4. Anticipation – how pupils predict, expect or associate a particular stimulus shows their understanding of cause and effect5. Persistence – the extent to which pupils sustain attention towards something6. Initiation – the different ways and extent to which pupils instigate events in order to bring about a desired outcome7. Investigation – the extent to which pupils actively try to find out more about a toy or activity via prolonged, independent experiment	<p>Semi-formal learners learn best in a cross-curricular context based manner.</p> <p>Pupils are taught skills and gain knowledge that is relevant and meaningful to their lives; learning is purposeful and can be applied to real world situations, with an emphasis on developing independence.</p> <p>Some pupils may learn through play; others will learn more effectively through carrying out functional activities. The teachers knowledge of the child and their cohort will determine how lessons are structured.</p> <p>The Equals schemes of work may be used as guide for planning. The schemes of work are described as being</p> <p><i>“...developmental in nature and open to personalisation – they start at the beginning of the individual pupil’s learning journey and aim for the highest level of independence possible” (Equals)</i></p>	<p>Our formal learners are working at a level that means they can access a more subject specific style of learning. However, they will continue to require support and structure related to their own individual needs.</p> <p>The national curriculum forms the basis of this curriculum and pupils will access foundation and non-foundation subjects within a creative curriculum, topic themed approach.</p> <p>We have adopted the Equals formal curriculum for Literacy, Numeracy and Science; as a starting point for planning; though this will be adapted to meet the very individual needs of each learner.</p> <p>Pupils will continue to work on their independence skills and preparation for later life.</p>



Cognition and Learning Literacy

"For pupils with learning difficulties, reading may be interpreted as any activity that leads to the derivation of meanings from visual or tactile representation for example objects, pictures, symbols or words" (QCA 2001)

Pre-Formal

Pupils at the pre-formal stage will not have discrete literacy sessions, rather opportunities to engage with adults to develop interaction skills.

Whatever is explored MUST be relevant and functional, with realistic expectations and in line with pupil needs.

READING: Focus is to teach that a 'symbol' (object, photo, picture etc) has meaning, this may be done through matching activities, repetition and sensory exploration.

Books may be used as a means to develop interactions with others; sharing a book or participating in sensory story sessions is also useful.



Semi-Formal

Semi-formal learners will have literacy concepts built into cross-curricular lessons to ensure that knowledge and skills gained is purposeful.

READING: We aim to develop reading for meaning and ensuring that each child comprehends what is being 'read'. To do this we may employ a variety of methods or schemes to cater for the differing needs of the children, such as; phonics (Thrass, Jolly Phonics), whole word learning (for example using the Reading and Writing Intervention for Children with Downs Syndrome), Colourful Semantics. We use a wide variety of books to support the children's learning including the Oxford Reading Tree scheme, motivating and relevant story books, non-fiction texts, personalised photo books and social stories. Texts are carefully selected to ensure they are suitable and yet challenging; the Interactive Whiteboard is utilised to increase pupil motivation

Children will have time across the week to look at books independently, share books with an adult 1:1 and also to take part in group/whole class story time.

WRITING: to develop pre-writing skills pupils will have the opportunity to participate in a wide range of fine motor tasks. The Handwriting Without Tears programme is also used to develop understanding of pre-writing shapes before moving on to work on letter formation.



Formal

Pupils who can access a more formal literacy curriculum will build on some of the schemes used for the semi-formal pupils, with a developing link to the National Curriculum.

Methods the teacher employs take into account the pupils starting point and achievable targets; so a broad range of methods may be used to fit the differing needs, including some used within the semi-formal curriculum.

Reading: pupils will develop their comprehension, expand vocabulary and explore a wide variety of texts.

Writing: Pupils will develop letter formation, writing words, writing sentences, spelling and punctuation.



Cognition and Learning

Numeracy

"In the same way that context plays an essential role in aiding the understanding of words and language (Locke 1999, Imray & Hinchcliffe 2014) so context is essential for mathematical understanding" (Porter 2010)

Pre-Formal

Numeracy for our Pre-Formal learners is based around early problem solving. Pupils will have opportunities to explore concrete and accessible areas of numeracy that are relevant to them and their development; e.g. finding a shoe for each foot.

Numeracy will not be taught discreetly, rather opportunities will be made available for movement and play, multi-sensory explorations and support to problem solve in the world around them.

All pupils will be encouraged to achieve the highest level of independence which will be planned into their learning opportunities.

Semi-Formal

We aim to develop our pupils knowledge of number and problem solving so they can use their numerical skills to be as independent as they possibly can.

Early numeracy concepts eg of shape and colour etc are taught through a variety of mediums where we utilise context based group teaching, 1:1 work sessions and play based explorations. Recognition, sequencing and understanding of numerals is fostered through play and use of resources such as Numicon.

Children learn inside the classroom through; song, play, using interactive software, multi-sensory explorations and conceptual investigations. Outside the classroom utilising the outdoor spaces, having hands on practical experiences and cross-curricular lessons such as P.E, Music and Cookery will all support development of numeracy skills. Teachers will use their own judgement and knowledge of the children to choose activities that are most suitable.

We believe in creating opportunities for the children to use mathematical knowledge in real life situations, through such events as our school shop and on educational visits on the minibuses. We see the importance of hands on experiences for the children in order to teach concepts and most notably, life skills for the future outside of Northway.



Formal

Formal learners will have discreet numeracy sessions to build on the early number and problem solving skills they have already developed.

They will learn about topics such as;

- Number
- Colour, pattern and sequencing
- 2D and 3D Shapes
- Time
- Money
- Comparative Measures
- Data Handling



The teacher will decide which of these topics may be appropriate, taking into consideration where the pupils are starting from whilst setting realistic targets. They will also determine the most suitable means of teaching the topic, always incorporating context based, real world opportunities to apply knowledge and skills gained.

The Equals Maths curriculum and the National Curriculum for Mathematics may be used to guide teaching.

Cognition and Learning

COMPUTING (ICT)

- Computing will be used to increase pupil's access to and awareness of the outside world, as it can present information in new or more motivating ways.
- It may be used to enhance communication skills, develop skills to improve independence as well as the opportunity to explore pupil's own interests in a safe and controlled manner.
- Computing has been found to motivate and enthuse pupils, which then may help pupils focus and concentrate.
- Computing also offers the potential for effective group working and develop independent working as it has the flexibility to potentially meet the individual needs and abilities of each pupil.



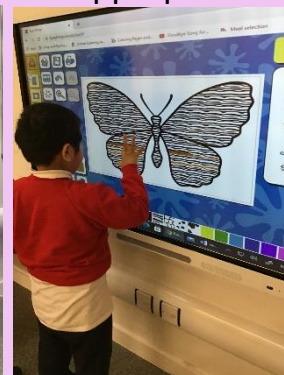
Pre-Formal

- Switch activated activities
- Cause & effect
- Sensory room & sensory based activities
- Exploring modern tech in various forms e.g. tablets, computers interactive whiteboards



Semi-Formal

- Building on from the areas in the pre-formal curriculum
- Develop skills for using modern technology e.g. using a keyboard, mouse, touch screen
- Accepting technology time being finished and moving on to what is next
- Basic computer and internet safety if/when appropriate



Formal

- Further development of technological skills and understanding of technology as a system e.g. links between device and printer
- Internet safety
- Cross curricular learning sessions that may involve:
 - ❖ Finding things out
 - ❖ Developing ideas and making things happen
 - ❖ Exchanging and sharing information

Creative & the Arts

We use the arts to help with the key areas of development for our pupils which are their independence and communication skills. Pupil’s well-being and their enjoyment of school is improved with arts and cultural experiences; each year we ask the pupils what they like best at school and a vast majority say or show us that music, drama, dance and art are their favourite. In this area of learning pupils explore and play with a wide range of media and materials, as well as providing pupils with opportunities and encouragement for sharing their thoughts, ideas, and feelings

Pupils are given the opportunity to access places of arts and culture such as galleries or theatres. Those that are not able to attend do not miss out as we create opportunities within school to bring arts and culture to them instead. For example bringing the museum of London into school and doing virtual tours of galleries to explore art works. Pupils are given opportunities to make choices in what to take part in and experience as we regularly ask them within school council meetings and whole school assemblies to choose, e.g. choosing a style of music for a concert.

ART: Children at Northway develop their creativity by exploring visual, tactile and sensory activities, mediums and experiences. Art is used in a cross curricular manner, though emphasis is put on the process of creating and exploring rather than a final product.

DRAMA: Pupils will have drama sessions to cement learning from other subject areas; they have fun practical sessions where they explore their senses, encounter stories and use role play to develop social skills and real world interactions.

MUSIC: We believe that music can help concentration, memory and learning as well as being a way for pupils to express themselves and to collaborate with their peers; so at Northway, music is an integral part of school life.

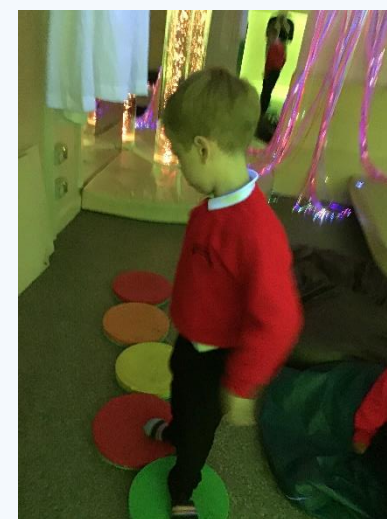
DANCE: Our pupils love to move to music, so all classes have a session with Lemon Jelly Dance company as well as exploring movement and dance as part of PE.



Pre-Formal	Semi-Formal	Formal
<ul style="list-style-type: none">• Pupils will explore the arts in a sensory and highly exploratory manner, with a high level of support from adults• Begin to make choices and show preferences	<ul style="list-style-type: none">• Pupils continue to explore the arts using their senses• Begin to follow instructions and some techniques with adult guidance	<ul style="list-style-type: none">• Pupils plan, create and express themselves with independence• Understand and begin to use a variety of formal techniques



Sensory, Motor & Physical



Sensory, Motor & Physical

Sensory

Everything we know about the world and ourselves comes from our senses; many of our children have difficult processing and coping with the sensory input they get from the world around them and need support to manage these issues.

“Sensory integration is a neurological process that organises sensations from our body and the environment. It makes it possible to use our body effectively within the environment”
(Ayres, 1989)

Children in all three pathways may have sensory processing issues or a diagnosis of sensory processing disorder; to help with such issues our occupational therapist and our sensory specialist teacher work with classes to develop programmes and lessons. These may include:








- ***Sensory/messy play & exploration*** – exploring different textures (from dry to wet) helps children who have tactile dysfunction but can also help to develop fine motor skills and is very motivating so can be used to help develop communication skills and social skills eg turn taking, sharing etc. as well as help pupils remain regulated.
- ***Movement breaks*** – structured times to move around and gain the sensory input needed in their bodies to stay as alert and focused as they can be by getting blood flowing to the brain and having dedicated time to use their bodies to touch, move or feel e.g. jumping on a trampette, taking part in action songs, completing an obstacle course or going for a walk/run are incorporated in teaching sessions.
- ***Oral motor skills*** - completing tasks such as blowing bubbles, whistling and exercising the tongue are used if a child has oral motor issues and these can help in speech development.
- ***Sensory objects*** – using different sensory supports to help regulation and increase a child's ability to participate; for example chewys, fiddle toys, weighted blankets or vests, wedged cushions, ear defenders or gym balls to sit on are considered and used as appropriate
- ***Cooking / fun with food sessions*** – Cooking is a time to learn early life skills and use simple tools; it is also a vital time for children who are selective eaters or have issues around food. During these sessions children will have the opportunity to look, smell, touch and potentially taste new foods, with little pressure to ‘eat’ them.
- ***Educational visits*** – going out on the minibus on weekly educational trips into the world around them to learn to cope in new environments, experience the local area and get used to the sensory inputs different places can place on them are important curriculum activities.

Pre-Formal	Semi-Formal	Formal
<ul style="list-style-type: none">Accepts sensory interventions with adult support or when provided by an adult	<ul style="list-style-type: none">Accepts and participates in sensory interventionsBegin to ask for support with sensory issues - using the child's preferred method of communication	<ul style="list-style-type: none">Ask for support with sensory issuesRegulates own sensory needs

Sensory, Motor & Physical

P.E

We see PE as an integral part of each school day encouraging the children to start to take responsibility for their physical welfare and understand the importance of physical activity as part of a healthy lifestyle. PE helps our children to develop self-confidence and respect, both for themselves and for others. The curriculum encourages the children to develop their technical skills such as hand-eye co-ordination, ball handling skills, sense of balance and a confidence.

Pre-Formal	Semi-Formal	Formal
<p>Areas that will be worked on include:</p> <ul style="list-style-type: none">• Transitioning to the PE hall/field/swimming pool• Safely exploring the different environments with support• Experimenting with different pieces of equipment/resources• Changing clothes into PE kits• Following a routine or simple set of visual instructions with support	<p>Semi-formal learners will continue to develop independence around changing, transitioning and following instructions.</p> <p>They will begin to show more awareness of the appropriate uses for equipment and will use the resources with less support.</p> <p>They will also work on a variety of core skills and sports activities including:</p> <ul style="list-style-type: none">❖ Hand/eye coordination and Gross motor skills❖ Trampolining❖ Ball skills❖ Gymnastics❖ Swimming❖ Yoga	<p>Our formal learners will begin to explore more complex PE ideas, different sports and the ability to work in a team.</p> <p>They will continue to develop independence in all areas but will also work on cultivating the ability to follow a sequence of instructions, use equipment safely and begin to understand techniques and rules within simple sports and games. Through paired work and team games we develop co-operation and collaboration.</p> <p>They will learn about being healthy, making healthy choices and the need to do regular exercise.</p> <p>They will work further on developing core skills and knowledge of sports including:</p> <ul style="list-style-type: none">❖ Hand/eye coordination and Gross motor skills❖ Team games such as cricket or boccia❖ Ball skills❖ Gymnastics❖ Trampolining❖ Swimming❖ Yoga
 	  	 



Social, Emotional & Mental Health



Social, Emotional & Mental Health – including PSHE & RSE

Pupils enjoyment of school is one of the key spurs for our curriculum; so it is imperative for us that the social, emotional and mental wellbeing of our pupils is nurtured and developed.

Pupils will work on their social skills and interactions with adults and peers; objectives may range from playing alongside peers happily, cooperating with others, sharing and turn taking to building friendships and interacting appropriately with different people encountered in different situations. Teachers will tailor sessions to meet needs fittingly, to suit the level of understanding the child is at.

Through our teaching we help children to have a better understanding of themselves, their relationships with others and learn that they should treat the world around them with care and respect. We aim to help the children understand how to look after themselves, how to stay fit and healthy, how to relate positively and with compassion to others, how to build confidence and independence, how to be aware and connect with their emotions and feelings, how to care for themselves, other people, property, animals and the environment. Pupils may also explore basic first aid and what to do when they or someone else is hurt.

RSE: Pupils are taught SRE in relation to their level of understanding. Social interactions and the development of positive relationships are the key priority. As the pupils get older they may explore other elements of RSE including:

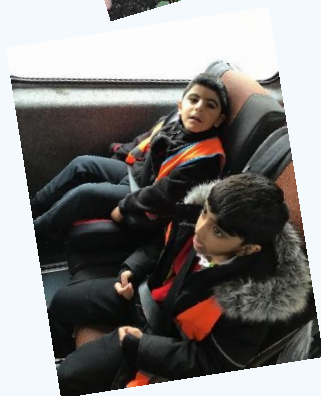
- **Body changes during puberty**
- **Personal hygiene**
- **Public & private**
- **Who can help in different situations**



Pre-Formal	Semi-Formal	Formal
<p>With a high level of support, tolerate being with peers, playing alongside peers and begin to participate in adult led small group interactions.</p> <p>Explore activities that the child enjoys and makes feel safe and incorporate them into their learning. Adults to learn what the child likes, dislikes and needs help managing so relevant, practical support can be put in place.</p> <p>Develop simple, adult led strategies to work on behavioural needs, sensory needs and emotional needs to help cope with the world.</p>	<p>Develop appropriate interactions with peers, play group games, sharing and turn taking activities. Use their chosen form of communication to interact with other familiar adults in the school environment.</p> <p>To develop strategies pupils can employ when feeling different emotions. To take part in enjoyable activities that they have chosen or led by adult and to express their enjoyment.</p> <p>To begin to regulate own behaviour, use coping strategies with adult encouragement.</p>	<p>Social skills: to develop a variety of relationships for different purposes in different contexts and interact appropriately</p> <p>Wellbeing: to discuss own emotions and use a variety of techniques when needed to help manage their emotions. To recognise and/or empathise with others emotions. To take part in activities of their choosing.</p> <p>Behaviour: to regulate their own behaviour, use coping strategies to help and discuss own behaviour with adults.</p>



Participating in Society



Independence & skills for life

One of the main areas for learning for SEND pupils is to do everyday things for themselves rather than rely on or wait for help from adults. There are numerous opportunities during the school day for pupils to learn and practice the skills they need to carry out everyday independent and self help activities and it is vital that all staff take every opportunity to encourage the children to do as much as they can for themselves in meaningful tasks. Below are some **examples** of the skills for life the pupils will work on at Northway.

	<i>Pre-Formal</i> Pupils will require a very high level of adult assistance:	<i>Semi-Formal</i> Pupils reliance on adult support will decrease as they develop their learning such areas as:	<i>Formal</i> Pupils generally have a good understanding of self care routines and require minimal support for these:
Toileting	Familiarise pupils with toileting routines; supporting them to assist with adjusting their clothes, flushing toilet, washing their hands etc. Toilet training programmes developed as required.	most pupils will use the toilet when taken at regular times; they are starting to indicate when they need the toilet; following toilet routines of adjusting clothes and washing hands.	Majority of pupils know and can indicate when they need the toilet and can manage their own needs. They understand the need to wash their hands after using the toilet and do this effectively.
Dressing	Co-operate with dressing routines; helping to pull off easier items of clothing such as socks and shoes etc. and place them in appropriate boxes or on a peg	Pupils follow dressing routines at key times of the school day e.g. taking off coat. Following undressing & dressing schedules with lessened adult support	Majority can undress and dress requiring support only with fastenings. They recognise and can take responsibility for their own belongings.
Eating	Tolerate sitting at a table for snacks, cooking and lunch; begin to make choices of favoured food items, engage in activities involving exploration of food and supported use of cutlery	Use cutlery for favoured food and use tools in cooking to cut, grate, spread, mix etc; Begin to tolerate a wider array of food items and make choices.	Able to indicate from a choice items they would like. Aware of sequence to prepare simple snacks eg sandwiches, and follow simple recipes. Able to help clean kitchen following cooking session. Understand importance of healthy eating
Brushing teeth	Tolerate beginning stages of tooth brushing led by an adult.	Begin to follow a schedule for toothbrush, with support from an adult.	Follow a tooth brushing schedule independently.
Moving around School	Move to different places; beginning to walk with independence, being supported to carry their own belongings.	Walk to familiar places in school without holding hands with an adult. Pupils carry belongings to appropriate place e.g. kit to swimming or register to office.	Walk appropriately from the bus into school unaccompanied; move around school in an orderly manner independently; able to support other pupils to walk in school.
Educational Outings	Tolerate travelling on the minibus with a seatbelt; walking appropriately for longer periods; experiencing visits to parks, shops and topic based venues.	Increased awareness and exploration of various venues – context based visits to support knowledge and understanding of the world around them.	Behave appropriately in a variety of venues. Anticipate and understand the various experiences and the context for the visit. Shows awareness of dangers eg crossing the road; talking to strangers etc.
Work tasks	Tolerate and begin to participate in adult directed 1:1 tasks	Follow a schedule of activities with minimal prompting	Independent work: able to carry out individual work and/or sequence of activities unaided following instruction or lesson

Participating in Society

SMSC

We aim for all our pupils to live full and active lives as part of their local community; to help them to understand who they are, their motivations and their part in the world as much as they possibly can.

We endeavour to teach the children the importance of their role within different communities such as their family, their school, the local community and the wider world. We teach them how to be safe at home, at school and in the outside world. We aim to develop the cultural understanding of children by learning to appreciate the wide range of cultures in and out of our school, develop their social understanding by using a range of social skills in different contexts, develop their moral understanding by becoming able to recognise the difference between right and wrong, and finally develop their spiritual side by feeling a sense of enjoyment and fascination in learning about themselves, others and the world around them.

Every class goes out on an educational visit once a week. On these visits pupils learn about:

- The community around them by visiting local sites of interest e.g. places of worship, other schools, libraries
- They learn to cope with being out and about in London by going for walks in the park or visiting shopping centres for example
- Using skills practised at school in a real world context e.g. using money to pay for shopping in a supermarket or crossing a road safely with adults at a pelican crossing

Many of our pupils find it difficult to cope with the sensory pressures of being out and about and parents often talk to us about finding it hard to take their children out, so we aim to help by giving pupils experiences of the world with the support of our staff teams.



Timetables

All classes have a weekly timetable that indicates the learning activities that the children are involved in and the specific curriculum area these activities relate to; below are examples of timetables for a pre-formal group (on the left) and a semi-formal group (on the right).

Earth class Timetable

Autumn 1

	8.45-9.20	9.30-9.45	9.45-10.15	10.15-10.30	10.30-10.45	10.45-11.45	11.45-12.15	12.15-12.45	12.45-1.00	1.00-2.00	2.00-3.00
Monday	Self-help - Organising belongings/toileting Targeted table top activities	Register	Communication/ Snack	Self-help - getting ready to go outside	Break	Attention Northway Literacy based Letter of the week	Lunch	Break	Self-help/Swimming		Snack/communication break
Tuesday PPA Kasia AM Haris PM	Self-help - Organising belongings/toileting	Register Oral motor	Sensory integration/messy play	Communication/ Snack	Break	Attention Northway Topic based - My senses	Lunch	Break	Self-help skills	P.E (includes dressing skills)	Drama
Wednesday	Self-help - Organising belongings/toileting Targeted table top activities	Register	Communication/ Snack	Self-help - getting ready to go outside	Break	Attention Northway Numeracy based Number	Lunch	Break	Self-help skills	Split session Self-play/ART	Music
Thursday	Self-help - Organising belongings/toileting Targeted table top activities	Register	Communication/ Snack	Self-help - getting ready to go outside	Break	Attention Northway Literacy based Story	Lunch	Break	Self-help skills	Split session Sensory room/Pads/work baskets	Split session Cooking/work baskets
Friday	Self-help - Organising belongings/toileting Targeted table top activities	Register	Communication/ Snack	Self-help - getting ready to go outside	Break	Attention Northway Numeracy based Colour	Lunch	Break	Self-help skills	Mini Bus	

Table top activities: Monday - Books/Puzzles

Thursday - Fine motor/mark making

Wednesday - Construction

Friday - cars/animals/food/trains

		8.45-9.00	9.00-9.40am	9.40-10.30am	10.30-10.50	10.50-11.05	11.05-12.30pm		12.30-1.30	1.30-1.50pm	1.50-2.45pm		2.45-3.00pm
Mon	Toilet and morning activities	Swimming			Snack	Playtime	P.E. With Stacey (11.05-11.45)	ICT IPad/netbooks	Lunch and playtime	Life Skills Brushing teeth	Attention autism Phonics whole class	ICT suite (2.00-3.00pm)	Toileting and preparing for home time
Tues		Breakfast and morning activities/ Register	Small groups Numeracy focus	1:1 focused work Target focus			Small groups Phonics						
Wed		Breakfast and morning activities/ Register	Story Reading/comprehension focus	Swimming				Minibus trip					
Thur		Breakfast And morning activities/ Register	Shops Plan shop/ buying cooking ingredients	Art			Attention autism Communication focus	Cooking (11.30-12.30)		Life Skills Brushing teeth	Structured play skills Topic focus		
Fri		Breakfast and morning activities/ Register	Literacy Writing focus				Workbaskets Independent work focus (Numeracy and literacy)				Structured play skills Role play number focus	Sensory room (11.30-12.30)	
							Soft play						
										Life Skills Brushing teeth	Sensory integration		
											Music		

HARIS PPA COVER

KASIA PPA COVER

TEACCH

TEACCH is an American based method for supporting and teaching people on the autism spectrum, that has been established over many years and is grounded in research.

“The premise of this foundation is an understanding of the learning styles of individuals with ASD and how to use teaching strategies that capitalize on learning strengths. An emphasis is placed on the use of Structured TEACCHing principles to teach individuals with ASD skills in the areas of academics, communication, independence, social and leisure, vocational, relaxation and coping strategies.”

(<https://teacch.com/>)

Northway has adapted TEACCH principles and methodology as a means of teaching and supporting our students with the dual aims of increasing independent working and minimising challenging behaviours. Classes may use aspects of TEACCH in differing formats, depending on the needs of the children.

An area of the TEACCH approach that we use regularly is structured work time sessions, work stations and workbaskets.

Each classroom has quieter areas, free from distraction, where pupils can do more focused work. Pupils will follow a sequence of tasks (based around their individual needs and targets) using a visual schedule. There are two primary types of tasks;

1. **Learning something new** – working 1:1 with an adult to learn a new or developing skill
2. **Completing familiar tasks with increasing independence** – working on their own to complete a task they know whilst maintaining focus and developing ability to work on their own



Whole school topics

Northway uses a two year rotating cycle of half termly topics as a means to reinforce and generalise learning throughout the school; this enables staff to work together in the preparation of resources and fosters a shared sense of community.

Having a topic for each half term allows us to explore a wide range of subjects, have a basis to focus teaching on and develop cross curricular learning. In the second half of the autumn term the topic is flexible and agreed by teachers and generally related to the Winter Show.

The topic cycle:	Year 1	Year 2
<i>Autumn (first half)</i>	All about me and my world	All about me and my world
<i>Autumn (second half)</i>	Topic changes & is related to winter show	
<i>Spring (first half)</i>	Toys & activities I like	Colour & light
<i>Spring (second half)</i>	Plants, weather & the environment	Animals
<i>Summer (first half)</i>	Transport	Food
<i>Summer (second half)</i>	Countries and cultures	Water

Assessment

- How does Northway assess pupil progress?

All pupils work towards their individualised EHCP targets, which are set with parents at the child's annual review. In the Autumn term, the pupils teacher will use the targets set to create a personal learning plan (PLP) which takes each of the set EHCP targets and breaks them down into smaller steps, explaining the methods that may be used to reach success.

On a regular basis, class teams will use our small steps of assessment method to record how pupils respond to set tasks. This numerical system, seen to the right >>, helps create a picture of how a child is doing and supports the teacher to provide the correct amount of challenge and when to move a child on. Once a child is able to consistently complete a task independently, with a score of 5 noted on numerous occasions, the teacher will know they have embedded the knowledge and are ready to move on.

Staff will keep evidence of the pupil's learning journey using photos, videos and notes. Using a program called 'EVISENSE' we collate the evidence collected and link them to P-Levels or the end of key stage statements. A video/photo montage of the child's progress is shared with parents at the annual review meeting.

Small steps of assessment

5	<ul style="list-style-type: none">I did this independentlyMet consistently across two partners and two settings
4	<ul style="list-style-type: none">I did this with task instruction onlyMet across two partners in one setting
3	<ul style="list-style-type: none">I did this with some promptingSometimes spontaneous or with some support
2	<ul style="list-style-type: none">I did this with a high level of support
1	<ul style="list-style-type: none">I needed full hand over hand assistanceFull adult supportOnly met with a high level of adult support
0	<ul style="list-style-type: none">I refused to engageNot met