

CURRICULUM INTENT	Curriculum Aims	Person-Centred and Therapeutic Approach	Conquering limits and barriers	Unique success	Inquisitive minds
	Preparation for Adulthood	Employment	Independent Living	Community Inclusion	Healthy Living
	Outcomes	Skills for Life		Knowledge and Understanding	
		Economic Well-Being	Positive Risk-Taking	Staying Safe	Emotional Well-Being

CURRICULUM IMPLEMENTATION	Champions - Learning to Learn				Explorers - Learning through sensory exploration		
	Intensive Interaction - Attention Autism						
	Primary <i>3 Year Cycle</i> Middle School <i>3 Year Cycle</i>	Literacy, Language and Communication <ul style="list-style-type: none"> ✓ Listening and joint attention skills ✓ Communicating verbally or with AAC ✓ Responding to and sequencing stories ✓ Mark making and writing ✓ Fine and gross motor skills ✓ Awareness and identification of letters and sounds ✓ Emerging reading skills 	Reasoning <ul style="list-style-type: none"> ✓ Measure ✓ Exploring Number ✓ Shape and Space ✓ Patterns, Sequencing, Matching ✓ Money and shopping ✓ Sorting and classifying 	Physical Development <ul style="list-style-type: none"> ✓ Core strength ✓ Gross-motor skills ✓ Movement ✓ Co-ordination ✓ Sequence of movements <p>Motor competence Rules, strategies, and tactics Healthy participation</p>	Personal Social Health and Emotional Development <ul style="list-style-type: none"> ✓ Expressing own feelings and recognising that others have feelings ✓ Sharing space, activities and adults with peers ✓ Turn taking ✓ Self-help and care ✓ Who am I? ✓ Who is important to me? <p>Interoception</p>	Expressive Arts Art/Music/RE <ul style="list-style-type: none"> ✓ Cause and effect in own creations ✓ Unintentional and intentional creation ✓ Assembly of objects ✓ Unintentional and intentional operation of materials, tools and mechanisms ✓ Experimentation with sounds and instruments 	Understanding the World <ul style="list-style-type: none"> ✓ Cause and effect to manipulate ICT ✓ Place and direction and exploration of their World ✓ Old and new ✓ Community access ✓ Exploration and understanding of features of the living world and objects
	Interoception Building independence by sequentially teaching a learner to notice body signals, connect body signals to emotions, and then determine what action to take to promote comfort within the body.						
Upper School <i>2 Year Cycle</i> Post 16 <i>3 Year Cycle</i>	Literacy, Language and Communication <ul style="list-style-type: none"> ✓ Listening and joint attention skills ✓ Communicating wants and needs verbally or with AAC ✓ Transferring and using communication skills in the community ✓ Fine and gross motor skills ✓ Functional reading skills; recognition of signs and symbols in school and the community, key words 	Functional Maths <ul style="list-style-type: none"> ✓ Sorting for the purposes of everyday life e.g. cutlery, clothes ✓ Classification of objects ✓ Sequencing familiar routines and daily activities ✓ Time of year, week and day ✓ Counting ✓ Using money ✓ Recognizing coins ✓ Exchanging and paying for items 	Physical Development <ul style="list-style-type: none"> ✓ Core strength ✓ Gross-motor skills ✓ Movement ✓ Co-ordination ✓ Sequence of movements ✓ Accessing regulations activities in school ✓ Community access to participate in a healthy lifestyle activity; gym, cycling, swimming etc. 	Personal Social Health and Emotional Development <ul style="list-style-type: none"> ✓ Self-confidence and self-regulation ✓ Travel training/ transitions. ✓ Safety in the community ✓ Crossing roads ✓ Tricky people ✓ Sharing space, activities and accessing the community with peers ✓ Making relationships and maintaining positive relationships 	Expressive Arts Art/Music/RE Cause and effect in own creations. <ul style="list-style-type: none"> ✓ Unintentional and intentional creation ✓ Assembly of objects ✓ Unintentional and intentional operation of materials, tools and mechanisms ✓ Experimentation with sounds and instruments 	Understanding the World <ul style="list-style-type: none"> ✓ Cause and effect to manipulate ICT for own needs and wants ✓ Place and direction and exploration of their World ✓ Community access ✓ Important places; doctor, dentist, post office, bank etc. ✓ Acceptance of change over time ✓ Making food; snacks, meals and drinks ✓ Understanding the world of work and employment 	

Inscape House School Curriculum Offer

Conquering barriers, surpassing expectations



		<ul style="list-style-type: none"> ✓ Reading menu's, making choices and requesting in the community ✓ Reading and following schedules to complete work related jobs ✓ Naming & locating items in classroom and kitchen ✓ Writing a shopping list ✓ Reading and using a shopping list to buy items needed for shopping 	<ul style="list-style-type: none"> ✓ Following a sequence to complete paying for shopping ✓ Measuring and weighing during meal preparation 		<ul style="list-style-type: none"> ✓ Understanding boundaries to keep safe ✓ Personal care ✓ Keeping healthy and active ✓ Understanding relationships ✓ Puberty 		<ul style="list-style-type: none"> ✓ Transition and moving on from school to college or supported living ✓ Daily living skills and looking after a home
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CURRICULUM IMPLEMENTATION	Adventurers						Pioneers								
	<i>Learning to be independent learners</i>						<i>Independent learners</i>								
	Primary <i>3 Year Cycle</i> <i>Thematic Based Learning</i>	English ✓ Listening and attention ✓ Communicating and speaking ✓ Phonics ✓ Reading ✓ Writing ✓ SPAG		Mathematics ✓ Algebra ✓ Statistics ✓ Geometry (Shapes, position, and direction) ✓ Measure ✓ Ration and proportion. ✓ Fractions ✓ Number and place value.			Physical Development ✓ Physical Education ✓ Health and self-care		Personal Social Health and Emotional Development ✓ Self-confidence and self-awareness ✓ Managing feelings and behaviours		Expressive Arts Art/Music/RE ✓ Art ✓ Music: exploring and expanding repertoire and taste in music, turn taking and making choices, using music technology to express ✓ Dance ✓ Drama			Geography and History ✓ People and Communities ✓ The World ✓ Technology	
	Middle School <i>3 Year Cycle</i> <i>Topic Based Learning</i>	Literacy	English	Maths	Science	ICT	Humanities		Art	RE	Music	PSHE	Food technology	Health and Wellbeing	Carousel of Enrichment Activities
	Upper School <i>2 Year Cycle</i> <i>Accredited Learning</i>	English Pre-Entry Level Entry Level GCSE		Maths Pre-Entry Level Entry Level Functional Skills GCSE	Science Pre-Entry Level Entry Level GCSE		PSHE Non-accredited Entry Level	Outdoor Learning Non-accredited Duke of Edinburgh		Academic Accreditation Art Arts Award GCSE Music Arts award Geography & History Entry Level GCSE ICT Computer Science Entry Level 1, 2 and 3 (Pathway to GCSE Computer Science) WJEC ICT			Vocational Accreditation Food Tech Non-accredited BTEC Employability ASDAN ICT GDevelop Animation Graphics		Health and Wellbeing Non-accredited
Post 16 <i>3 Year Cycle</i> <i>Accredited Learning</i>	English ✓ Pre-Entry Level ✓ Entry Level ✓ Functional Skills ✓ GCSE ✓ A Level		Maths ✓ Pre-Entry Level ✓ Entry Level ✓ Functional Skills ✓ GCSE	Independent Community Participation Non-accredited Working towards AET and AFLS Enrichment activities			PSHE Non-accredited ASDAN Towards Independence ASDAN PSD Entry 1 - Level 2	SRE Non-accredited		Academic Accreditation Art Entry Level GCSE Music Arts Award Geography & History Entry Level 1/2 GCSE ICT Computer Science Entry Level 1, 2 and 3 (Pathway to GCSE Computer Science) Creative iMedia Level 1/2 WJEC ICT Duke of York Cambridge Nationals EPQ			Vocational Accreditation Local College Courses Multi-trade Motor-vehicle Construction Employability and Enterprise ASDAN ICT Game Development (GDevelop) Film Making Multimedia		Health and Wellbeing Non-accredited Entry Level PE

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	Inscape Post 16 College (offsite)	Vocational Offer BTECs: Digital Media Sport Health and Social Care Hair and Beauty
	Interventions Animal Assisted Intervention (AAI) Climbing Music Play Therapy Counselling	At Inscape we support the mental health and wellbeing needs of our students in a variety of different ways. All our interventions are referral based, whilst there is an end point to each intervention there is always a dialogue between student, parent/carer, and practitioner on next steps.

Claire Sainsbury states 'any child who is old enough to understand a simple explanation.... is old enough' (Sainsbury, 2010). Likewise, research has found that when children know nothing about their diagnosis, they can have a very negative perception of themselves (Miller, 2015 and Punshon et al 2009)

Autistic identity means our young people can acknowledge all the parts that make up their identity, and the core autistic characteristics that are integral to who they are. To help pupils understand how to build a stronger sense of self, designated slots have been added to the timetable and a curriculum to support this.

Through our continuous CPD programme we ensure that all staff are aware of evidence based best research practice for teaching autistic students.

Outreach / EOTAS (Education other than onsite)

There is a growing need to provide a creative and flexible approach to education when supporting autistic learners to access the curriculum and overcome barriers to learning. The Together Trust clinical services and Inscape House school work together to provide personalised outreach packages focusing on evidence based research, nurture principles, trauma informed practice and child led approaches.

Through a multi-disciplinary approach, senior leaders work with the Local Authority, schools, parents, and carers to provide a flexible package of support that aims to nurture the holistic needs of the young person. Its imperative we meet the young person where they are emotionally and mentally if we are to ensure outcomes are met and progress is made. With an experienced and supportive staff team, education and therapy work collaboratively to provide a safe and secure environment, empowering the young person to have a voice and be heard making progress where they need to be.

MEASURING CURRICULUM IMPACT	Assessment	Assessing students' starting points <ul style="list-style-type: none"> ✓ AET baseline ✓ Subject specific baseline tests (NFER/ RWI/ Fresh start) ✓ Initial placement review ✓ Interim placement review ✓ Information from EHCP and transitions ✓ Provision map. ✓ OT / SaLT assessments ✓ Therapy Outcome Measures ✓ Engagement Model ✓ Boxall profiling ✓ Attention Autism ✓ Intensive interaction ✓ Engagement model 	Daily measures <ul style="list-style-type: none"> ✓ Check your progress ✓ Self-assessment ✓ Task sheets ✓ Questioning ✓ Handsup/ whiteboard ✓ Peer-assessment ✓ Success criteria ✓ Clear learning outcomes ✓ Clear, sequential long-, medium- and short-term plans ✓ Meaningful feedback which identifies next steps ✓ Student-teacher dialogue ✓ Social commentary ✓ Dojos / individual rewards 	Termly measures <ul style="list-style-type: none"> ✓ Pupil progress meetings ✓ Update provision map ✓ Data collection ✓ Reporting to SLT and Governors ✓ Lesson observations ✓ Reviewing planning ✓ Learning walks ✓ Moderation of work ✓ Book scrutiny ✓ Tier 1 audit ✓ Therapy Outcome Measures of learning 	Yearly measures <ul style="list-style-type: none"> ✓ Annual review to EHCP ✓ Entry Level, Functional Skills, GCSE, Arts Award, AS Level and A Level results ✓ OT / SaLT reassessment and outcome measures
	Accountability and Measure of Success	Attendance and Engagement	Individualised Planning	Impact of Therapy or Individualised Programmes and Outcome Measures	Autism Education Trust Targets
		Behaviour/ RAMPS	EHCP outcomes chunked - Essential knowledge	Pupil Progress Data and Reports	Case Studies: A Day in the Life of... A school journey of...
		Education, Health and Care Plan Outcomes			

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Conquering barriers, surpassing expectations

Pathways - Students are baselined upon admission. The pathways provide structure for the delivery of the curriculum. The four pathways are fluid and students are able to move between them.

Champions <i>Learning to learn</i>	Explorers <i>Learning through sensory exploration</i>	Adventurers <i>Learning to be independent learners</i>	Pioneers <i>Independent learners</i>
<p>You might expect to see me...</p> <ul style="list-style-type: none"> ...learning to use a visual schedule ...learning to use alternative means of communication ...being supported to communicate my basic needs ...being presented with limited choices ...following simple routines ...relating learning to tangible objects ...partaking in learning activities which involve lots of sensory exploration ...needing support to access group or 1:1 learning experiences ...being supported with personal care 	<p>You might expect to see me...</p> <ul style="list-style-type: none"> ...using a visual or simple written schedule independently ...using alternative means of communication ...being supported to communicate my feelings ...making simple choices ...following daily routines ...relating learning to tangible objects ...partaking in learning activities which involve sensory exploration ...accessing learning for 10 minutes at a time ...being supported with some personal care ...sharing space and resources with familiar peers and possibly initiating interaction with others 	<p>You might expect to see me...</p> <ul style="list-style-type: none"> ...using a written schedule or task list ...relating learning to real-life concepts ...communicating effectively with familiar adults and peers ...accessing my lessons with increasing independence and working towards accreditation ...taking a sensory break as part of my daily routine ...needing time to process information ...being supported to make positive friendships and relationships ...making choices independently and beginning to reflect upon my behaviour ...transitioning successfully around school and in the community 	<p>You might expect to see me...</p> <ul style="list-style-type: none"> ...using a to do list or written prompt list ...communicating effectively with adults and peers most of the time ...accessing my lessons and work independently and working towards recognised accreditation ...taking a break to self-regulate ...needing time to process new or more complex information ...needing support to maintain positive friendships and relationships ...making choices independently and understanding the implications of my actions on others ...transferring and generalising academic skills to new learning and everyday life ...accessing the community independently

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Education and Learning Needs	Working significantly below age-expected stage. Little or no attention to learning when the agenda is not their own. Need to learn anticipation. Modelling. Need repetition. Relate learning to tangible concepts. Predictability and routine. Pictorial schedule; first and then. Materials should define learning task. Zoned room. Choice of 2.	Working below age-expected stage. 5-10 minute attention on teacher's agenda. Practical, "hands-on" doing. Teaching self-regulation skills. Modelling. Need repetition. Relate learning to tangible concepts. Predictability and routine. Pictorial schedule. Materials should define learning task. Zoned room. Choice of 2-3.	Working within the National Curriculum but may be below age-expected stage. 15+ minutes attention on teacher's agenda. Can complete work with some independence. Usually able to transition to specialist rooms. Able to generalise some skills. Written schedule. Predictability and routine. Relate learning to real-life concepts. Choice of more than 3.	Working within the National Curriculum at age-expected stage. Access work independently. Predictability and routine. Usually able to transfer academic skills and generalise academic skills. Written schedule or task list.
Language and Communication Needs	Limited intentional communication. Limited understanding of spoken language without a visual support; 1 key word understanding, may use single spoken word. Need AAC to achieve effective communication.	May be non-verbal but have learnt how to use AAC effectively. May use sentences with AAC. Understand 1-2 key words/pictures. Can initiate interaction with others to ensure most wants and needs met. May initiate interaction for social ends.	Can express wants and needs effectively and consistently. Understand 3 key word level (may appear to understand more). Need written support to assist understanding. Time to process verbal requests.	Can express wants and needs effectively and consistently. Understand 4+ key words and may have typically developed language. Difficulties with abstract language and inferencing high level language.
Sensory Needs	Toileting and personal care support. Full body sensory exploration of objects and experiences. Learning activities need to meet sensory diet. Heavily supported to complete activities to self-regulate.	May need toileting and personal care support. Sensory exploration of objects and experiences. Prompting and some support to complete activities to self-regulate.	May need prompts with some self-care. Recognise need to self-regulate but need support. Sensory diet incorporated into day-to-day activities.	May mask sensory needs well and may appear neuro-typical. Will have a set of strategies, which support sensory difficulties.
Social and Emotional Needs	Limited social motivation. Struggle to communicate basic needs. Limited or no joint attention. Mental health provision which meets developmental age; play based. High levels of anxiety around transitioning to new environment.	May have some social motivation; but need support to engage with peers. Will share space with familiar peers and adults. Will recognise simple emotions in self. Some joint attention for motivating tasks. Mental health provision which meets developmental age; play based. High levels of anxiety around transitioning to new environment.	Need social commentary to support understanding. Support with friendship skills. May be socially interested or motivated to some extent. Difficulty resolving conflict. May struggle to transition. Able to understand some complex emotions and internal feelings. Mental health provision which meets developmental age; talking therapy.	Difficulty making and maintaining sustainable, long-term friendships. Vulnerable to grooming. Difficulty understanding novel social situations and relationships. May have poor emotional resilience, low self-esteem and suffer with anxiety and depression. May mask social difficulties. Mental health provision which meets developmental age; talking therapy.
What does good progress look like?	Very small increments of increased attention to activities. Increased functional communication. Elements of choice and responsibility leading to a fulfilling life. Interaction within the community. Check schedule independently.	Increased effective communication of wants and needs. Communication for reasons other than a request. Increased interest in and attention to others. Toleration of new peers and adults. Follow schedule independently. Generalisation of familiar skills. Increased confidence in the community. Valued members of the community. Volunteering within the community.	Being more independent for 5-10 minutes. Self-regulate with increasing independence. Begin to reflect upon own behaviour. Start to take some positive risks. Paid employment. Independent or supported living.	Being able to better cope with novel situations. Acknowledging their progress and their mistakes. Eagerness to learn and engage. Making positive life choices and taking positive risks. Independence in the community. Independent living. Safe and meaningful relationships. Move onto further/higher education or paid employment.