

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

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 <i>Learning to learn</i>		Our students learn best when they are given opportunities to generalise specific skills learned across different areas and activities. Activities are linked to a range of learning outcomes from different curriculum areas.			Explorers <i>Learning through sensory exploration</i>	
	Primary/Lower school 3 Year Cycle Middle School 3 Year Cycle	My Communication <ul style="list-style-type: none"> Listening and joint attention skills (Readiness to learn) Communicating verbally or with AAC Responding to and sequencing stories Mark making: Fine and gross motor skills Speech sound awareness-discrimination, articulation and production Linguistic skills: expressive and receptive Social communication skills- functional use of language Awareness and identification of letters and sounds Emerging reading skills Class story/ colour semantics Intensive interaction 	My Reasoning skills <ul style="list-style-type: none"> Sorting Classification Patterns and sequences Sequencing familiar routines and daily activities Time of year, week and day Counting Shape Comparing size Addition/Subtraction Number recognition Length/ height Weight/ volume Games/ catch up 	My Physical Development and Care <ul style="list-style-type: none"> Core strength Gross-motor skills Movement Co-ordination Sequence of movements games Body parts (naming body parts, knowing what they do and where they are on me) Knowing how my body changes Making healthy choices (healthy eating, exercise, weight, drugs) Independent care skills Learning to move my body 	Understanding Me and my relationships: Community Emotional interpersonal development/ and community relationships <ul style="list-style-type: none"> Recognising themselves Responses to likes and dislikes Self-regulation Attachment People who are important to me Sharing experiences and cooperating with others Different types of relationships and friendships Rights and privacy/ consent- to understand private and public People who help me Awareness and tolerance of different people groups Appropriate behaviour in community situations RE- Awareness and tolerance of different faiths and how these affect people's 	My Creative Expression encounter and experience different forms of creative expression including multi- sensory exploratory drama, music, art and dance. <ul style="list-style-type: none"> encouraging play and a shared experience engagement with a creative process 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 Music Art 	My World How we function in the world, Learning about the world, work-related learning <ul style="list-style-type: none"> Living things Energy and Forces Materials Learning about the environment Using everyday items and appliances The internet and connected world Learning how to use office equipment Jobs people do 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 Attention autism Regulation stories transitions

Inscape House School Curriculum Offer

Conquering barriers, surpassing expectations

	<p>Upper School 2 Year Cycle</p> <p>Post 16 3 Year Cycle</p>	<p>Communication</p> <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 the community, key words 	<p>Reasoning</p> <ul style="list-style-type: none"> ✓ Sorting for the purposes of everyday life e.g. cutlery, clothes ✓ Classification of objects ✓ Patterns and sequences ✓ Sequencing familiar routines and daily activities ✓ Time of year, week and day ✓ Counting ✓ Shape ✓ Comparing size ✓ Positional language 	<p>Physical Development</p> <ul style="list-style-type: none"> ✓ Core strength ✓ Gross-motor skills ✓ Movement ✓ Co-ordination ✓ Sequence of movements ✓ Community access; gym, cycling, swimming etc. 	<p>Understanding me</p> <ul style="list-style-type: none"> ✓ Self-confidence and self-regulation ✓ Travel training ✓ Safety in the community ✓ Stranger danger ✓ Sharing space, activities and accessing the community with peers ✓ Making relationships outside of immediate family ✓ Who am I? ✓ Who is important to me? ✓ Life and death ✓ Illness and recovery 	<p>Creative Expression</p> <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 	<p>Understanding the World</p> <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
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CURRICULUM IMPLEMENTATION	Adventurers						Pioneers											
	Learning to be independent learners																	
	Primary / Nurture 3 Year Cycle Topic based learning	English	Reading	Maths	Science	Computing	Humanities	Art/ Music	PSHE	Food technology	Health and Wellbeing	AET Target setting, understanding goals						
	Middle School 3 Year Cycle Topic Based Learning	English		Maths	Science	Computing	Humanities	Art	PSHE	Food technology	Health and Wellbeing	Carousel of Enrichment Activities						
	Upper School 2 Year Cycle Accredited Learning	English		Maths	Science	PSHE	Outdoor Learning	Academic Accreditation	Vocational Accreditation	Health and Wellbeing								
	✓ Pre-Entry Level	✓ Entry Level	✓ Functional Skills	✓ GCSE	✓ Pre-Entry Level	✓ Entry Level	✓ GCSE	✓ Non-accredited	✓ Entry Level	✓ Non-accredited	✓ Duke of Edinburgh	Art ✓ Arts Award ✓ GCSE Geography ✓ Entry Level ICT ✓ BTEC	Food Tech ✓ Non-accredited ✓ BTEC Employability ✓ ASDAN	✓ Non-accredited				
	✓ Pre-Entry Level	✓ Entry Level	✓ Functional Skills	✓ GCSE	✓ A Level	✓ Pre-Entry Level	✓ Entry Level	✓ Functional Skills	✓ GCSE	Independent Community Participation	✓ Non-accredited	Working towards AET and AFLS	Enrichment activities	✓ Non-accredited ASDAN	Towards Independence	ASDAN PSD	Entry 1 - Level 2	✓ Non-accredited
	✓ Pre-Entry Level	✓ Entry Level	✓ Functional Skills	✓ GCSE	✓ A Level	✓ Non-accredited	ASDAN	Towards Independence	ASDAN PSD	Entry 1 - Level 2	✓ Non-accredited	SRE	Academic Accreditation	Vocational Accreditation	Health and Wellbeing			
	✓ Pre-Entry Level	✓ Entry Level	✓ Functional Skills	✓ GCSE	✓ A Level	✓ Non-accredited	ASDAN	Towards Independence	ASDAN PSD	Entry 1 - Level 2	✓ Non-accredited	SRE	Academic Accreditation	Vocational Accreditation	Health and Wellbeing			

MEASURING CURRICULUM IMPACT	Assessment	Assessing students' starting points	Daily measures	Termly measures	Yearly measures
		<ul style="list-style-type: none"> ✓ AET baseline ✓ Subject specific baseline tests ✓ Initial placement review ✓ Interim placement review ✓ Information from EHCP and transitions ✓ Provision map ✓ OT assessments ✓ SaLT assessments ✓ Therapy Outcome Measures 	<ul style="list-style-type: none"> ✓ Check your progress ✓ Self-assessment ✓ Peer-assessment ✓ Success criteria ✓ Clear learning outcomes ✓ Clear, sequential long, medium and short term plans ✓ Clear feedback which identifies next steps ✓ Purple pen work ✓ Student-teacher dialogue 	<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 	<ul style="list-style-type: none"> ✓ Annual review to EHCP ✓ Entry Level, Functional Skills, GCSE, Arts Award, AS Level and A Level results ✓ OT reassessment and outcome measures ✓ 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	IEPs	Pupil Progress Data and Reports	Case Studies: A Day in the Life of... A school journey of...
	Education, Health and Care Plan Outcomes				