

What do you hope to get from this?

At the tables there are post it notes for you to write down what you want to find out from this session. Please fill in with any questions for us to answer throughout the session.

Links between EHC, IEP and curriculum

Most pupils in school now have an EHC plan which is reviewed annually. All pupils have an Individual Education Plan, set and reviewed twice a year

The role of the curriculum is as a vehicle to work on pupils' individual priorities e.g. the outcomes in the EHC and the IEP. There will be other learning along the way which will also need to be recorded.

Education and Health Care Plan

An **EHC (Education and Health Care) plan** is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

Individual Education Plan

An **IEP (Individual Education Plan)** sets out the priorities within a timeframe (maybe a term or, in the case of Ash Lea, 6 months). Our IEP targets are often taken from the outcomes in the EHC but may also be priorities from other frameworks such as Routes for Learning or Development Matters.

In our IEP format we look at the following areas:

- **Area to be developed and its derivation**
- **What I am going to learn**
- **What I can do already**
- **How I will do this/strategies**
- **Comments**

The IEP process

The IEP process should ideally involve the pupil (where appropriate), class team, other professionals, and parents throughout – in setting objectives, monitoring progress, recording progress on Evidence for Learning and evaluating whether the targets have been met.

Targets are set by looking at the outcomes in the EHC or other priority areas. It is very important that all staff working with the pupil know what is in the IEP as many targets can just as easily be met at playtimes, lunch times and during personal care. Ideally, the targets should be visible in class.

With the whole team recording progress on Evidence for Learning, it will give a much clearer picture of progress in a range of situations.

The New Curriculum

If a child can't learn the way we teach, maybe we should teach the way they learn.

The changes to the curriculum at Ash Lea began in 2013-2014 and came about because of concerns that the National Curriculum didn't meet the individual needs of the pupils, and the assessment criteria of P levels and National Curriculum levels was not the most appropriate measure of progress and attainment. As part of the desire to develop a child centred, broad and balanced curriculum with pupils ready to learn, valued, happy and healthy, an INSET day was planned led by Peter Imray who co wrote *Curricula for Teaching Children and Young People with Severe or Profound and Multiple Learning Difficulties*. He outlined how 'those with SLD learn entirely differently to neuro-typical conventionally developing learners, and as such we are bound to teach them differently and teach them different things.' Alongside this, the school invested in developing play through training from Totem Pole.

Characteristics of Effective Learning

The characteristics of effective learning is threaded through the whole school day.

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Starting points

- The starting point was to research curricula in other special schools. This included the curriculum at Swiss Cottage, Five Acre Wood and Chailey Heritage schools as well as the research carried out by Penny Lacey and others. There were 4 working groups in school – Early Learners (PMLD), Primary, Secondary and Post 16. The 4 groups met regularly to try and establish how pupils in the groups learn, what is already working and what needs to change.
- It soon became clear that the focus on the age of pupils for the working groups was not the most appropriate and 3 groups were formed:
 - Pre-formal
 - Semi formal
 - Formal
- In discussions of our cohorts we realised that we do not have many formal learners and so the formal strand mirrors the semi formal one differentiated to the needs of the learners and including qualification routes at an appropriate level.

Curriculum Overview

‘Pre-Formal Level’

(P1-P4)

Learning to Learn

Pupils at very early levels of development (typically assessed at P1 to P3) access a curriculum that enables them to develop a sense of security in the school environment, which is comprehensible and meaningful to them. The focus is upon enabling them to establish positive interactive relationships with others, to proactively explore the world around them, gaining environmental control skills. All pupils will be given maximum opportunities to achieve the highest level of independence possible.

‘Semi-Formal Level’

(P4-End of year 1 expectations)

A Life Skills Based Programme

Pupils following our semi-formal curriculum learn best when learning is related to their own experience. Some may learn through play; others will learn more effectively through functional activities, and yet others will respond well to a topic-based approach. The curriculum content echoes the ground covered by the Early Years Foundation Stage (2013) since this framework is not confined to those below the age 5, but rather, extends right across the school where pupils are functioning at P Levels 4 to end of year 1 expectations. However, the teaching approach reflects the age and learning style of the pupils concerned.

‘Formal Level’

(End of year 1 expectations +)

An Adapted National Curriculum, Emphasising Life Need

Pupils experiencing our formal curriculum (those operating within the National Curriculum) access the range of National Curriculum subjects for their Key Stage, modified in the light of their developmental level and special educational needs. Specialist areas (the ‘additional curriculum’) are covered both within National Curriculum subjects and in discrete lessons (e.g. a pupil may be withdrawn to work on visual perceptual skills or independent mobility). Life skills and independence skills will also form a large part of the curriculum. As the term ‘formal’ implies, there is a high level of structure. We nevertheless avoid making the formal curriculum too abstract; teachers ensure that learning is linked to practical activities and consolidated and applied in practical sessions. Older pupils working at the formal level may pursue accreditation pathways (e.g. Entry Level and Level 1 courses and exams); they follow the appropriate syllabus in each exam subject.

Remember

This is a first draft of Ash Lea's curriculum. We welcome your comments about what is working or not working and your ideas of how we could improve it for the pupils you work with. There will be changes as we work with it.