



Curriculum Policy

Date written: July 2010
Review date: June 2016
Next review date: June 2017

Curriculum Policy

The Curriculum at the Gwenllian Education Centre (GEC) is designed specifically to meet the needs of our students with Autism and related conditions. We endeavour to provide our students with enjoyable and positive experiences that will enable our students to be motivated to learn, will accept and enjoy the educational experiences, will develop independence and therefore develop as social and communicative individuals. The curriculum is therefore individualised and tailored to our individual students, and pays particular attention to communication and social skills.

The GEC aims:

- To provide a curriculum that is broad, balanced, relevant and purposeful
- To ensure that every learner, parent/ carer and member of staff can make a positive contribution to an environment in which they are kept and feel safe and valued through the promotion of health, achievement and enjoyment.
- To build on students' prior experiences, skills knowledge and understanding.
- To strive for our students to experience and demonstrate continuous progress and achievement.
- To effectively assess students to inform the learning needs.
- To provide a dynamic and flexible curriculum to meet changing needs.
- To make explicit what is taught and how the intended teaching and learning takes place
- To provide stimulating learning environments.
- To create effective partnerships with carers, parents and other professionals.
- To provide opportunities for students to celebrate success and achievement.

Assessments

Our students are assessed on entry to the Gwenllian Education Centre and, using this information and information provided from feeder schools, programmes are developed specifically for each student. Assessments applied include the P levels/ PACE 2 and ABLLS-R. This information is then used to inform areas of strength and need and the class teacher will develop programmes of work involving all relevant professionals including the speech and language therapist, occupational therapists, external consultants, and relevant school staff.

For further information about our ARR procedures, please refer to the ARR policy.

Programs of work

We recognise that our students have very individual needs and the curriculum will be tailored to the individual needs of our students. Students will have tailor made programmes designed for them which cater for these educational needs. Many students will follow programmes to enable them to master prerequisite skills to learning, prior to progressing to more academic type lessons, while other students will follow more traditional academic programmes from the start. Students will follow their programmes working directly with a member of staff, as part of a group within the classroom, and during other activities in and outside school.

Individual student programmes are based on the following ABLLS-R skill areas

- Cooperation and Reinforcer Effectiveness
- Visual Performance
- Receptive Language
- Imitation
- Vocal Imitation
- Requests
- Labelling
- Intraverbals
- Spontaneous Vocalizations
- Syntax and Grammar
- Play and Leisure
- Social Interaction
- Group Instruction
- Following Classroom Routines
- Generalized Responding
- Reading Skills
- Math Skills
- Writing Skills
- Spelling
- Dressing Skills
- Eating Skills
- Grooming
- Toileting Skills
- Gross Motor Skills
- Fine Motor Skills

National Curriculum

Students may access aspects of the National Curriculum but we do recognise that the statutory curriculum is unable to address all of the needs of our students. Students will follow aspects of the National Curriculum as a discrete session, as part of a topic or as part of an individual work programme.

All students will experience Literacy, Numeracy, Science, PSHE, ICT, Physical Education, Arts, Technology and Humanities.

Students at the Centre within Key Stage 1, 2, 3, 4 and post 16 that are able to access the National Curriculum will be provided with an opportunity to access this curriculum and will be provided with opportunities to gain qualifications linked to the subjects studied in the secondary and tertiary sector of our school.

The Gwennlian Education Centre will consider local and national government guidelines to deliver these programmes and will also adopt the Equals Schemes of Work which are based on the National curriculum but adapted for the use of Students with Additional Learning Needs. ICT will also be used widely as a resource to deliver the curriculum and make learning reinforcing as well as a means of developing ICT capability.

Sex and Relationship Education (SRE)

At times, students may benefit from access to a programme to support their awareness of feelings, emotions and relationships. Students that will benefit from support will be provided with a relevant and suitable SRE programme following discussions with parents and the team surrounding a particular student.

Post 16

Post 16 students will follow a similar curriculum but with a larger focus on developing independence and life skills. Students may have opportunities to access Equals 'moving on' Schemes of work and ASDAN qualifications.

Inclusion

We make our resources available to other independent and state schools and organisations in the community and welcome all aspects of inclusion within the school, community and educational facilities and promote these opportunities to provide experiences for our students whenever possible. We also promote education in the community as we strongly believe learning should not be restricted to the classroom.

When appropriate, we encourage our students to access mainstream sessions in local schools. Students achieving suitable levels of social and academic functioning, have opportunities to transition to a mainstream based placement, with regular support being maintained by the GEC if required.

Students will have the opportunity to interact with each other at the Centre, and although there may be a significant range in students ages at the centre, students may be taught and supported to access activities based on their social, educational and behavioural skills, rather than age. All students will have opportunities for inclusion providing it can be managed safely and positively.

Teaching

Student programmes are based on the use of Positive Behaviour Support, utilising Applied Behaviour Analysis., Person Centred Planning and Normalisation.

Positive structured sessions will be coordinated throughout the school day including group work and individual sessions. Positive reinforcement will be key to learning and effective reward systems are evident throughout all activities. Intensive Interaction may also be used as a means of engaging and interacting with students in the Gwenllian Education Centre.

A wide range of teaching approaches are used to deliver the curriculum to students. The GEC implements a multisensory approach to teaching and endeavours to adopt approaches that will offer the most beneficial learning opportunities to our students. Students may be taught using Visual, Auditory, Kinaesthetic and Tactile Learning Styles to offer a breadth of experiences.

At the Gwenllian Education Centre, we encourage a willingness to grow and develop. We will always embrace new ideas and review procedures as new guidelines become available that may benefit the students and the school, in accordance with the Every Child Matters Agenda and the 5 key outcomes: Be Healthy; stay safe; enjoy and achieve; make a positive contribution and achieve economic well-being.