



Curriculum Policy

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Review Date: July 2019

Next Review Date: July 2020

Curriculum Policy

The Curriculum at the Gwenllian Education Centre (GEC) meets the Independent School Standards (Wales) Regulations 2013 in that it provides pupils with experience in the following areas:

- Linguistic
- Mathematical
- Scientific
- Technological
- Human and social
- Physical
- Aesthetic and creative

The curriculum is designed specifically to meet the needs of our pupils with autism and related conditions. We endeavour to provide our pupils with enjoyable and positive experiences that will enable our pupils 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 pupils, 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 enable pupils to develop the skills that they need for future life
- To build on pupils' prior experiences, skills knowledge and understanding.
- To strive for our pupils to experience and demonstrate continuous progress and achievement.
- To effectively assess pupils 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 pupils to celebrate success and achievement.

Assessments

Our pupils are assessed on entry to the Gwenllian Education Centre and, using this information and information provided from feeder schools, educational programmes are developed specifically for each pupil. Assessments applied include the P Levels, PACE 2, Assessment of Basic Language and Learner Skills – revised (ABLLS-r), Assessment of Functional Living Skills (AFLS), and National Curriculum Levels.

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 Therapist, Board Certified Behaviour Analyst, and relevant school staff.

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

Programmes of Work

We recognise that our pupils have very individual needs and the curriculum will be tailored to the individual needs of our pupils. Pupils will have tailor made programmes designed for them which cater for these educational needs. Many pupils will follow programmes to enable them to master prerequisite skills to learning, prior to progressing to more academic type lessons, while other pupils will follow more traditional academic programmes from the start such as National Curriculum. Pupils 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.

For our pupils with Early Learner Profiles, programmes are based on the following 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

Pupils with an advanced learner profile may access aspects of the National Curriculum with an emphasis on the core subject areas. Pupils 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 pupils will experience Literacy, Numeracy, Science, PSHE, ICT, Physical Education, Arts, Technology and Humanities.

Pupils at the school 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 at Entry Level or GCSE. These pupils also have the opportunity to access ASDAN accredited qualifications.

The Gwenllian 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 pupils with Additional Learning Needs. ICT will also be used widely as a resource to deliver the curriculum and make learning motivating and reinforcing, as well as a means of developing ICT capability.

In addition to set timetabled sessions, pupils' skills are assessed throughout the school day during Natural Environment Teaching (NET) opportunities, where staff will assess the use of Literacy, Numeracy and ICT skills.

Personal and Social Education (PSE) is taught for many pupils through timetabled sessions, in addition to the teaching of self-help skills, promoting independence and other incidental teaching opportunities as skills are generalised throughout the school day.

Sex and Relationship Education (SRE), at times, pupils may benefit from access to a programme to support their awareness of feelings, emotions and relationships. Pupils 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 pupil.

Post 16

Post 16 pupils will follow a similar curriculum but with a larger focus on developing independence and life skills. Pupils 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 pupils 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 pupils to access mainstream sessions in local schools. Pupils 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.

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

Teaching

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

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 pupils in the Gwennlian Education Centre.

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

At the Gwennlian 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 pupils 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.